REPORT RESUMES

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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA. FOURTH PROGRESS REPORT, FEBRUARY 15-MAY 1, 1965.

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THE FIRST GROUP OF 46 INMATES WAS GRADUATED FROM VOCATIONAL COURSES IN WELDING, BRICKLAYING, SERVICE STATION WORK, SMALL APPLIANCE REPAIR, AND BARBERING IN APRIL 1965. TWENTY OF THESE GRADUATES HAD CONFIRMED JOBS, 11 HAD TENTATIVE JOB COMMITMENTS, AND 15 WERE AWAITING PAROLE DATES. THE 118 APPLICANTS FOR THE NEXT SERIES OF COURSES WILL PARTICIPATE IN A PREVOCATIONAL TRAINING TO FACILITATE PLACEMENT IN SPECIFIC TRAINING AREAS. THE TECHNICAL WRITING CLASS COMPLETED 10 SELF-INSTRUCTIONAL LESSONS FOR USE IN OTHER VOCATIONAL COURSES AND HAD SIX OTHERS NEARING COMPLETION. ACHIEVEMENT GAINS BASED ON SCORES FROM THE CALIFORNIA ACHIEVEMENT TEST ARE REPORTED FOR EACH OF 78 STUDENTS. THE APPENDIXES INCLUDE--(1) PUBLICITY MATERIALS, (2) A RECORD OF SELF-INSTRUCTIONAL UNITS COMPLETED BY EACH TRAINEE, (3) A BIBLIOGRAPHY OF PROGRAMED LESSONS, (4) "USE OF PROGRAMED INSTRUCTION IN VOCATIONAL EDUCATION" BY JOHN M. MCKEE AND DONNA M. SEAY, (5) A PROCEDURE FOR PREPARING PROGRAMED MATERIALS, (6) "MAKING SOW'S-EAR-WRITERS INTO SILKEN PROGRAMERS" BY J.H. HARLESS, (7) "AN OUTLINE FOR SOME NOTES ON APPLYING THE PRINCIPLES OF PROGRAMED INSTRUCTION" BY J.H. HARLESS, AND (8) EXCERPTS FROM THE MENTAL HEALTH STUDY COMMITTEE REPORT. (EM)

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FOURTH PROGRESS REPORT

February 15, 1965 to May 1, 1965

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

Manpower Development and Training Act

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ATTENTION: DIVISION OF SPECIAL PROGRAMS
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PROGRESS REPORT

February 15, 1965 to May 1, 1965

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

The first group of 46 inmates were graduated in April, 1965, from Vocational Courses for Welders, Bricklayers, Service Station Mechanic-Attendants, Small Electrical Appliance Repairmen, and Barbers, five of the seven courses included in the Experimental and Demonstration Manpower Project at Draper Correctional Center, Elmore, Alabama. The graduation ceremony was highlighted with an inspirational address by Mr. J. F. Ingram, the State Director of Vocational Education. His words climaxed the work that has gone into the training and development of these youthful offenders for a useful life outside of prison. (Refer to the MDTA Graduation, Appendix A, for the speech by Mr. Ingram, the graduation program, and other details of the exercises including newspaper articles and television coverage of graduation activities publicized throughout the state.)

The purpose of the experimental-demonstration project is to provide a special program for the selection, counseling, testing, evaluation, training, and placement of a minimum of 120 youthful inmates, from 16 through 21 years of age, whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates and overcome their defeatist attitudes. Reduction of training time without sacrificing the quality and amount learned is a project goal.

Experimental and Demonstration Features

The specific features of the program will seek to demonstrate that:

1. Institutionalized youthful offenders can be successfully evaluated, selected, counseled, and trained for a vocation.
2. Programmed materials can reduce the preparatory and vocational training time which is necessary for traditional training methods. Further, programmed instructional materials to be utilized in the training of other vocational students within the project can be developed, produced, tested, and revised in the project by carefully selected students who can be trained to become entry level technical writers under the guidance of a programming specialist.
3. Employers throughout the State of Alabama can be induced to hire parolees who have completed training in this program.
4. Intensive vocational and personal counseling can assist in modifying psychological and behavioral problems of these inmates and enable them to become employable persons who are capable of adjusting to the demands of a free society.

5. Direct family counseling can effect an easier transition from the prison to the home and also improve the community's acceptance of the parolee.
6. Male college students employed by the project who are studying counseling and guidance can receive qualified field training for practicum credit.
7. Volunteers can be recruited from the surrounding communities to assist in the prerelease program.
8. Community involvement can be generated to establish social committees to sponsor individual inmates who will be paroled to the community.

Administration

All vacancies in the experimental-demonstration and vocational training staffs have been filled, although not all of the new employees have begun working. Those employees not yet working are scheduled to begin their jobs the first part of June, 1965.

A new team of college counselors will also be employed to replace the present group of college counselors when they return to college.

The shop supervisor, Mr. J. R. Loe, began working in this position in March, 1965. His primary responsibility is to help vocational instructors plan and fulfill their objectives. Having a person to help locate surplus equipment and supplies has been of enormous value to the entire project.

The vacant position of one typist was filled by Ronnie Truett in March, 1965.

The vast amount of writing required for reporting and promoting has been taken over by the historian, Anne Adams, who began working in March.

Another layout artist, Dovard Taunton, began work in May in order to relieve the heavy load of art work that is now ready to be accomplished for the program development unit.

Our original welding instructor has resigned to open his own business; therefore, it has been necessary to find a man to replace him in the next six-month course. Fortunately, this vacancy has had numerous applicants who were well-qualified. Mr. Raymond Cobern, a welder with 10 years experience in all types of welding, has been selected to fill this position

The other position of typist will be taken by Shirley Nutter in June, 1965. (Appendix B, Administration, presents a detailed listing of new personnel, their qualifications, work experience, and education.)

The success of paroled inmates graduated from the project and employed in the various vocational fields depends to a great extent upon the attention and support they are given through additional follow-up services as they work and adjust to living in free society. The problems involved with placement and parole consume so much of the placement officer's time that he is unable to carry out our follow-up plans. Nor does the personal counselor have the time to conduct these duties, for he is in constant demand by presently enrolled students who need his guidance. Unfortunately, the parole supervisors have more than they can possibly do to give any more time to follow-up services. An additional staff member is needed who would function as a follow-up counselor. The follow-up counselor should have at least a master's degree in guidance and counseling and preferably work experience in business and industry.

An extension of the present age limit of trainees from 16 through 21 to 16 through 29 is needed. This extension would permit us to select the best prospects in the prison to receive training. A number of suitable and deserving young men are being passed up now; but, with an even slight age increase, many could be selected. Of course, the majority of the trainees will be under 21 years of age.

Some of the activities which have involved all of the members of the administrative staff since the last progress report are as follows:

1. Completing the first six-month vocational courses
2. Inviting members to serve on Advisory Committee and meeting with the committee to outline purpose and tasks
3. Preparing administrative paper work necessary for transferring responsibility of the project from Board of Corrections to newly organized Rehabilitation Research Foundation
4. Meeting with Rehabilitation Research Foundation Board of Directors
5. Promoting the training and rehabilitation work being done at Draper
6. Conducting tours for visitors and making trips to gather pertinent information
7. Interviewing applicants for staff vacancies and college counselor vacancies
8. Arranging complimentary musical performance by a theatre group for inmates
9. Investigating possibilities of adding new courses to the vocational training (attending IBM training sessions, etc.)
10. Formulating requests for funds for equipment, supplies, and reference materials for new six-month courses
11. Testing and counseling graduating students as well as new applicants
12. Meeting with Pardons and Paroles Board and prospective employers to confirm parole dates and placement dates
13. Arranging a prevocational period to acquaint new applicants with courses before final selections were made
14. Selecting students for the new six-month courses
15. Reviewing and evaluating project with Deputy Director Frank P. Walsh, U. S. Department of Labor, Washington, D. C.
16. Participating in research activity: conference on "Convict Culture"
17. Giving newspaper and television interviews, as well as forwarding pertinent information to magazine editors; checking and revising articles
18. Attending conferences:

a. Conference on Economic Opportunity Act - Birmingham, Alabama; 3 staff members attended.
b. Conference on "The Disadvantaged - The Creative"-- Southeastern Psychological Association, Atlanta, Georgia; 3 staff members attended.
c. Montgomery Society for Programmed Instruction--Chief Programmer delivered address; 9 staff members attended.
d. National Society for Programmed Instruction--national convention--Philadelphia; 3 staff members attended; two papers were prepared and delivered; all staff members held consultations with others in the field during this convention.

19. Planning graduation exercises and reception.

The Board of Corrections completed the installation of two exhaust fans for ventilation of two classrooms that were formerly storage rooms. The other three classrooms still need ceilings and ventilation for protection as well as prevention of noise interference from other shop areas. The 95-degree-plus temperatures and the consistent 65 to 90% humidity readings that correspond with that temperature range through many of the summer months here have caused an almost unbearable situation in rooms that already lacked air movement. Some old, oscillating fans have been repaired for use in the worst locations, but these are not sufficient.

Because space has been the most pressing problem in the small electrical appliance shop, plans have been made to increase its size by removing the partition between the classroom and shop. It will now be necessary for shop work and related study to take place in the same room. Since programmed materials may be studied individually by a student whenever he needs the study most, the instructor will be able to supervise the classroom work while he is giving directions in shop activities.

Insufficient space and power are problems for the layout unit in the reproduction of programmed lessons. No solution has been found to improve present operations unless the Board of Corrections can procure funds to provide the electrical power and space necessary. At the present time, the lack of funds seems to be insurmountable. It is hoped that the State Legislature, in its present session, will appropriate the required amount of money to solve many of the problems in the project.

The manual typewriters obtained through the General Services Administration have been repaired, but they remain undesirable for the type of work that must be produced.

Recruiting

Recruiting activities for classes to begin in May have been intensified since the last progress report, and approximately 118 enrollment applications were received and processed.

The following table reveals information concerning the number of applicants for the upcoming courses:

Classes	No. of Applicants
Small Elec. Appl. Repair	21
Bricklaying	17
Welding	34
Auto Ser. Sta. Mech. - Attendant	23
Barbering	23
Total	118

One hundred and eighteen applicants have been interviewed and tested by the Counseling Division at Draper Correctional Center. They were administered the Metropolitan Achievement Test (AM), The Kuders Vocational and Personal Inventories by the counselors, and The General Aptitude Test Battery by the State Employment Service.

A screening committee for the selection of new applicants composed of the Project Director, Assistant Project Director, Warden, Placement Officer, Counselor, and a member of the Alabama Pardons and Paroles Board met and screened out those applicants who seemed not qualified for the project because of their length of sentences and other criteria for the selection of students. The elimination of applicants was determined by data obtained from interviews and tests administered (age, past work experience, interest, aptitude, health, educational level) and historical data furnished us by the Board of Corrections and the Prison Classification Center (parole date, length of sentence, holdovers, type of sentence, etc.).

After screening applicants from the list of 118, a prevocational training period was tentatively planned for the remaining applicants. This prevocational period will include schedule of classes, job demands, salaries, working conditions, and other pertinent information concerning the school and courses. Following the prevocational training period, the applicants will be given another opportunity to make choices concerning training courses.

Although we received numerous applications from candidates for vocational training, the limiting factors of not being able to accept sex offenders, users of narcotics, candidates whose terms were "too short" or "too long" for their parole dates to coincide with end of training, boys who are needed for road and farm work, as well as the fact that 50% of the institutionalized offenders at Draper have less than a 6th grade education, have compelled us to accept trainees whose basic educational level is too low for them to perform shop-related studies designed for 7-9 grade level without extensive basic educational training. Based on these experiences, we believe that an extension of the age limits of trainees from 16 through 21 to 16 through 29 is needed. The slight increase in age limit would permit a number of suitable and capable young men who are now being passed up to be eligible for vocational training. Of course, this would involve a minority of the total students; the majority of the trainees would be under 21 years of age.

Counseling

During this reporting period 38 students had counseling sessions with the counselors and clinical psychologist. Most of the counselees had two and three sessions each; some had many sessions. The services the college counselors performed in processing data, administering tests, examining prison records, and orienting visitors allowed the vocational and personal counselors more time for counseling student inmates which was invaluable to the project as a whole. The counselors were able to pursue with students the personal problems that were hindering their classwork to the degree that most of them were given the help they needed. [illegible] few were referred to the clinical psychologist. The summary of his sessions with these students will be given in a separate report. The interest, individual attention, and corrective efforts of the counselors and instructors as they worked together resulted in the students upgrading their studies to the point that they could be graduated for entry level occupations with qualifications as to the areas in which they would best perform.

Three of the four college students employed in the project who served in the counseling department finished their tour of duty and have returned to college. Students from other colleges and universities have applied for jobs, four of which have been accepted and will begin work in June.

The following chart will give information concerning present enrollment and terminations prior to the end of training:

Class	Present Enrollment	Terminations for good cause	Terminations for bad cause
Barbering	9	0	1 (escaped from
Bricklaying	8	1 (lengthy time away for trial in Mobile)	1 (voluntary--lost interest)
Service Station Mech.-Att.	9	1 (academic level too low to handle class work--referred to Self-Inst.School)	0
Small Elec. Appliance Repair	8	2 (lengthy time away for trials)	0
Radio & T.V. Repair	10	0	0
Technical Writing	9	0	1 (granted parole)
Welding	8	1 (lengthy time away for trial)	1 (transferred for mental treatment)
Total	61	5	4

In addition to the 50 official students served in the first six-month vocational courses, 6 unofficial students were enrolled, 4 of whom were trained, graduated, and placed. The chart in the Statistic Section will reflect the flow of persons into the project.

Appendix C, Counseling Data, contains examples of the letters written to prevent dropouts.

The placement officer has worked closely with the vocational and personal counselors to help resolve problems that were interfering with trainees' progress in vocational training.

In all instances where a trainee desired placement in his hometown, or where his parents or guardian resided, the placement officer visited the trainee's home and talked with his parents whenever they were available. These visits gave him considerable insight into the family background and problems affecting the inmate's training which could be shared with the vocational and personal counselors. Most of the homes visited were located in destitute sections of the town and were usually overcrowded, dirty, and in need of repair. In some instances, children of grammar school age were left unattended while the parents were at work. In other instances, one or both of the parents were on relief which was their only source of income. Such a financial situation prevented their sending money to the trainee for the scant necessities he required while in prison.

In a number of other cases, a trainee was married but did not know if his wife intended to live with him when he was released. The placement officer talked with his wife, and in most of these cases, the wife agreed to stay with her husband upon his release.

As these problems were revealed by the inmate-trainee and discussed with the counselors and placement officer, most of them were resolved, allowing the trainee freedom to concentrate upon his training.

In five of the cases, inmates either had no relatives with whom they could live, did not desire to return to their home, or could not return to their hometown because there was no job available. Jobs and suitable boarding houses were found for these individuals in other communities. In one of the cases, the local parole supervisor stated that he would not recommend the inmate's returning to his hometown because of the previous crimes the inmate had committed and his record in general. The supervisor felt that the local police authorities would not be willing to give the man a break on any small infraction and would place an excessively close watch upon him at all times. Since placement did not seem advisable in this locality, a job was found for this parolee in another community where his record would not be a handicap.

In every community where an inmate-trainee desires placement, the placement officer always consults with the local parole supervisor to solicit his aid in resolving community problems and securing employment. The supervisors have been very cooperative and have exhibited a real interest in the program. They have also been able to make the placement officer aware of special problems that the trainee might have upon release and have offered help in resolving these problems.

Training

It is the responsibility of the State Division of Vocational Education to administer the program at Draper Correctional Center through the designated training agency, the Rehabilitation Research Foundation of Alabama in cooperation with the Alabama Board of Corrections. The program is being coordinated by the State Director of Vocational Education. Supervision for organization and development of the program is provided by the State Supervisor of Manpower Development and Training Program. The Project Director, with the aid of consultants, planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases have been the responsibility of the Assistant Project Director.

Program Purposes and Objectives

A significant purpose of this project is to adapt to traditional vocational training certain recently developed but proven teaching techniques. These techniques are now being applied with success (generally, under the name of programmed instruction) by various agencies, such as the Training Branch of the U. S. Communicable Disease Center, the U. S. Air Force Training Command, The Agency for International Development, and many schools and industries. We propose to create programmed materials for several basic trades for which such materials do not now exist, and to put them to work in a vocational education project designed to train a group of male, youthful offenders who are clearly hard-core employment problems upon release. Our further purpose is to develop the necessary guides that will make these materials and their proper use available to both correctional and public educational institutions.

The specific purposes of the training phases of this project are as follows:

1. To select and train a group of incarcerated, youthful offenders for several useful trades. The proposed courses for the project are as follows: Combination Welder, Radio and T.V.Repair, Small Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barber, Bricklayer, and Technical Writer.

2. To significantly reduce the preparatory and vocational training time through the construction of programmed materials of two kinds.

   a. Programs that serve as adjuncts to existing training materials, making these materials easier for the student to understand,

   b. Programs that replace existing materials, particularly those that are most inadequate for the more difficult parts of the training job.

3. To assess ways of improving the training and programming service and to insure proper job placement and guidance of the trainees after parole.

4. To make available to correctional and public educational institutions both the training materials and the procedures for their use.

The MDTA Codes, occupational titles, DOT Codes, length of training, and the number of trainees, for each course, are shown in the table below:

CODE	TRAINING AREA	DOT	LENGTH OF TRAINING	NO. OF TRAINEES
Ala-(YM)5001-001	Combination Welder	4-85.040	26 weeks	10
Ala-(YM)5001-002	Small Electric Appliance Repairman	7-83.058	26 weeks	10
Ala-(YM)5001-003	Radio & Television Repairman	5-83.416	52 weeks	10
Ala-(YM)5001-004	Automobile Service Station Mech.-Attendant	7-81.011	26 weeks	10
Ala-(YM)5001-005	Barber	2-32.01	26 weeks	10
Ala-(YM)5001-006	Technical Writer	0-06.90	52 weeks	10
Ala-(YM)5001-007	Bricklayer	5-24.011	26 weeks	10
				70

Remedial or Basic Education

The primary objective of the remedial class was to overcome deficiencies in language arts, mathematics, and many other areas of knowledge vital to a particular vocation. A secondary objective was to evaluate the effectiveness of self-instructional materials as a teaching technique.

Forty-seven students from the Auto Service Station Mechanic-Attendant, Welding, Barbering, Small Electrical Appliance Repair, and Bricklaying classes attended the remedial class, completing four hundred thirty-four self-instructional programs. The chart in Appendix D. illustrates the variety and quantity of programs completed by the students in one vocational area, the Auto Service Station Mechanic-Attendant Class; the bibliography in Appendix D2 lists programmed instructional courses used in the Vocational Training Basic Education Class.

To measure student progress and evaluate self-instructional materials, the California Achievement Test was administered at the beginning of the class and again just prior to completion. In comparing the average beginning score for all classes, 7.9, with the average ending score for all classes, 8.8, it can be seen that the average grade gain was .9 in 192 hours of instructional time. Charts that illustrate the comparison of the individual scores, class scores, and a summary of all scores may be found under the Statistics section.

Although there was improvement in all categories tested, especially in mathematics, the gain should probably not be attributed entirely to programmed instruction. Other instructors supplemented and reinforced the knowledge acquired in the remedial class. There is a definite need for further evaluation and study before concrete conclusions can be drawn. Such variables as test validity and differences in degrees of motivation, intelligence, and attitudes all bear upon the effectiveness of various programmed materials. The degree of cooperation of other instructors in stressing the need and importance of the remedial work also played an important role in student progress and will continue to do so in the future.

As mentioned in the last progress report, an attractive incentive responsible for improvement both in quality and quantity of the students' work was the reward of $5.00 to the first student who accumulated a total of 15 points. These points were earned by taking programmed instructional courses and by passing examinations on each program with at least 85% of the answers correct. Point values for each course were determined by the degree of difficulty, length, and grade level of the course, and individual programs were assigned a value of from one to seven points each. At the end of the six-month period, twenty-three students were awarded a Certificate of Achievement (Appendix D3) for having earned at least 15 points. Four students earned more than one certificate.

Instructions on how to use programmed instructional material, written by the remedial instructor as a result of his efforts and experience and included in the last progress report, were used as the basis for a paper written and presented by the Project Director to the National Society for Programmed Instruction Convention in Philadelphia, May, 1965. (Refer to Appendix D4.)

Supplementary

A prisoner is a person who has violated the legal rules of the society in which he lives, very often because of deprivation in both economic and social areas. The general objective of the Supplementary Course is to augment the vocational preparation being given to students by retraining them to more socially acceptable goals. The cliche, "Man does not live by bread alone," substantiates the need for supplementary training.

All vocational students received two hours of training per week in personal-social relationships. Barbering, Radio-TV Repair, Small Electrical Appliance Repair, and Service Station Mechanic-Attendant students received an additional two hours per week of training in Distributive Education.

Manuals, workbooks, lectures, films, filmstrips, records, tapes, services of resource speakers, and seminars were utilized to present information on the following subjects:

Communication (development and organization of ideas), Personal Management (etiquette, grooming, managing money, scheduling time, principles of mental health, development of confidence), Intellectual Habits (memory development, decision-making, problem-solving), Social Relations (human relation principles, citizenship, problems of parolees), Basic Economics (free enterprise, the capitalistic system, supply and demand), Laws Affecting Workers (social security, wage hour, workmen's compensation, tax laws, hazardous occupations), and Distributive Education (basic salesmanship, merchandise information, sales promotion, types of credit, merchandising).

Questions and discussion were used at the time of viewing each frame of a filmstrip as well as following the total presentation of filmstrips, films, records, tapes, talks, and during seminars.

Supplementary students suggested that class representatives be selected from each vocational area to speak during the graduation exercises on what their training had meant to them. Five students from the vocational graduating classes prepared speeches and rehearsed them under the guidance of Supplementary and Remedial instructors who also groomed all of the vocational students for the graduation exercises and reception.

The purpose of the Technical Writing Course is to train selected students for entrance level performance in the preparation of technical training materials, especially programmed materials that can be utilized in the training of other students in the project in areas such as barbering, bricklaying, service station mechanic-attendant, small electrical appliance repair, TV and radio repair, and welding. To date, ten self-instructional lessons have been completed by the class and are in the editing-printing-fabrication process. These lessons will be tried out and revised by the authors. Approximately six more lessons are in the final stages of preparation. However, the production rate is somewhat behind schedule. The quality of the work of the class as a whole is marginally satisfactory; but, only three of the students are producing the quantity of work of which they are capable. In comparison to trainees in actual technical writing positions, the students' progress must be evaluated as "poor." In view of the fact that trainees for similar positions are almost without exception college graduates selected on the basis of high academic performance and high scores on verbal skill tests, this rating of "poor progress" is not discouraging at the midpoint of this course. Steps have been taken that should accelerate their production to compare more favorably with college graduate trainees. Under the auspices of the Materials Development Section, three special night classes are presently being conducted for the members of the Technical Writing class:

A. Comprehensive Studies: to aid the students in developing good study habits, to aid them in developing an aptness of expression, to teach sound research procedures, and to give the students an intellectual forum.

B. College Preparation: to acquaint students with practice and procedures of a college career, to expose them to the teaching methods on the university level, to develop their ability for expression with essays and other writing exercises, and to determine and seek to correct special learning deficiencies of each student, especially in exposure to the classics.

C. Fiction Writing: to create a conference style situation in which the students read their fiction or poetry to the class and receive criticism from the instructor as well as suggestions from class members.

Because one of the important duties of a technical writer is the interview of subject-matter specialists, some preparation was needed for this task. A member of the class, knowledgeable in a selected area, was chosen to be interviewed by the instructor who demonstrated the correct technique of a data-collection interview. The students were each given a turn as interviewer and interviewee in this role-playing demonstration. This technique was quite successful; the students were then able to perform actual interviews with subject-matter specialists with little difficulty.

Upon completion of a program assignment, the author (student) was encouraged to use another student as a tryout subject for the first draft. This intra-class tryout technique has also been successful in that the members of the class have developed a highly selective "looking" behavior and are in the position to offer much objective criticism both as students and as writers.

As a proposed experiment, two members of the class will be assigned to the Barbering class as writers-in-residence to learn the practices and procedures of barbering. As they learn the barbering trade. they will prepare training materials for that course. This experiment should go far in determining the relative merits of a writer preparing materials in a field in which he is becoming knowledgeable as compared with a writer preparing material with no prior knowledge of that particular area.

Technical writing students need to be better prepared during the prevocational training period for the tedious schedule such a class must follow. Unlike other classes within the project who break their eight-hour study schedule by attending remedial and supplementary classes as a change from their class and shop work, the technical writing students spend eight hours working on tasks that often take weeks and months to finish and, even then, may have to be reanalyzed and rewritten several times.

Steps and personnel involved in the preparation of mathetical programs are listed in Appendix E.

Shop and Related Classrooms

The barbering instructor and the chief programmer have reviewed an 8mm training film and a series of 35mm slides prepared by the instructor in an effort to adapt them for use in classwork for the barbering course. The instructor is doing further work on some material that can be used with a viewing machine.

A tremendous handicap to the barbering class is the lack of any hot water, because the old, patched-up tank they were using completely failed. A new hot water tank has been on order through the Board of Corrections for one month, but has not yet been delivered.

All students were graduated with 1040 hours of vocational training in their respective areas. The extremely "elementary" steps that were necessary as their training began and the progress that was made during the course are reflected in the following comments from the instructors:

"Looking back, I can now see we have made much progress with the ten students in Bricklaying. One of the first questions I asked the students was, "Can anyone read a rule (r)," to which I received not a single affirmative reply. This was our point of beginning, but it didn't last long. Soon all the students had rulers in their pockets, and you could find them checking and measuring everything.

"We tried every method of instruction possible to best involve each student. Class members worked sometimes in A and B teams, sometimes individually, to build with brick one day, with concrete block the next. Their only complaint came as a result of their frustration in not being able to finish a structure or leave it intact. Our shop area is a concrete slab which had formerly served as the foundation of "shop building." It is ideal for using the chalk line to lay out houses--houses that would never get to the completion stage. Limited space and equipment necessitated dismantling the work from the previous day, restacking the brick and block, and retempering the lime mortar. The students were able, however, to complete fireplaces, steps, piers, columns, 4", 8", and 12" walls, as well as various types of barbeque pits, some of which were actually designed by them."

The Service Station Mechanic-Attendant instructor thoroughly trained two students in the use of wheel balancing equipment, then set them to work training the remainder of the class. The results were much better than he had even anticipated. Service station mechanic-attendant students also removed the body and engine from an inoperative automobile that was donated to the school and prepared the chassis to be used as a training aid. Although this project was not completed during the first course, the students gained considerable knowledge in the areas of automotive body, engine, and chassis construction through the use of this aid. The project will be completed and utilized during the next course.

"All of the students reached a satisfactory level of accomplishment in most areas of service station work. Some students who were not particularly endowed with any appreciable degree of manual dexterity were not able to accomplish as much in developing mechanical skills as were others in the group, but they were able to do a good job of selling services, washing and waxing automobiles, and performing general service station duties. They can successfully hold a job in certain types of service stations."

Our greatest need for this class is shop area fans.

"The Small Electrical Appliance Repair students worked in groups of two to four. As the groups worked on special projects, they kept a written report on their findings and drew diagrams of the appliance on which they worked. This recording of data was helpful in reaching more students and in broadening their scope of training. It also provided a means of specialized training for them.

"The lack of proper classroom facilities and equipment, the lack of appliances in need of repair, and the problems involved in the acquisition of necessary parts for repair work were experiences which delayed progress at the beginning of this course. However, these experiences were used to and advantage in developing the resourcefulness and problem-solving ability of the students who will face similar difficulties in the free world."

The acute space problem in the Small Electrical Appliance Repair class will be somewhat relieved by the removal of a partition between the classroom and shop area.

"At the end of the six-month course in Welding, all of the students were average welders; four were above average welders; and all of the students had jobs waiting for them upon release. I am confident they will stay out of prison.

"Progress on the whole was slow, because of late delivery to class of materials needed, including books and welding material, but picked up considerably after these materials were received. The welding material received was not enough, but this problem has been solved for the next six-month course."

The overall conduct of the students in all classes has been good. An appreciable change in their attitude toward society has been observed; nearly all of them improved in their personal-social relations as they progressed through the courses.

Materials Development Section

The formal training period for the two programmers and the editor has been completed. Training presently takes the form of staff meetings and individual consultation when requested. The staff attends all lectures given to the Technical Writing class concerning theory, practices, and procedures in behavioral analysis. All professional literature is circulated to staff members. On completion of each project by a programmer, suggestions and criticisms are given on the spot.

The two programmers have completed three self-instructional lessons which are being edited, illustrated, and designed for printing. The staff has in production two additional programmed lessons and two sets of conventional training materials. As anticipated, the volume of art work has necessitated the addition of a layout artist to the staff.

A lesson is being designed without the inclusion of any set type; the copy in this lesson will be all hand lettering. Although this technique has never been attempted, it is thought that it will allow more control over layout and teaching strategies.

A lesson guide is being designed with its own presentation vehicle: "A Guide to the Haircut." The guide is designed to be mounted on a rolled scroll that can be attached to the barber chair. Its highly simulated pictures and integrated copy are designed to guide the student through the entire hair-cutting procedure as he works at the barber chair.

Several lessons will be built around "soft simulators," for example, the "Soldering" lesson will be accompanied by a kit containing partial joints which the student will be requested to complete. In another example, the student will be taught the operation of the oscilloscope through the use of an accompanying oscilloscope.

As no training materials exist for this method of programming, the chief programmer's lecture notes and papers are being compiled into a handbook guide. Many of these techniques have never been recorded, so this material will be useful for future training courses in technical writing and as a guide for the Materials Development Section.

Experiments are being designed to compare the various methods of programming, student retention, and time-achievement factors of programs versus classroom teaching.

Our greatest problem in the production of materials has been the lack of adequate printing facilities. Trial copies of several lessons done by various methods of reproduction have been grossly unsatisfactory. The office of the editor is 50 per cent too small for the activities conducted there--typing, vari-typing, layout work, photo-copying, copy-editing, --but the flow of work in this section has begun to be smooth and productive.

The Materials Development Section is embarking on a rather extensive project of preparing adjunctive materials for the various vocational and supplementary areas. These materials will take the form of introductions and overviews to the course of study, quick reference books, and/or data fact sheets. It is thought that these materials will serve as an excellent basis for the instructor's classroom work and can be utilized as "digests" for the student.

The Chief Programmer delivered a paper to the national convention of the National Society for Programmed Instruction in May. (See Appendix F.) He also made a presentation to area school principals and teachers on the application of programmed instruction techniques to the classroom teaching situation. (See Appendix F2.)

The Chief Programmer, under the auspices of the local chapter of the society for Programmed Instruction, will organize teacher training sessions and workshops in the early summer. Members of the Materials Development Section plan to offer their services to local business and P.T.O. groups for programs concerning their work in the project.

A plan for field-testing programs has been proposed. A copy of the proposed plan is contained in Appendix F3.

Job Development and Placement

Follow-up contacts have been made with employers in Alabama and State Employment Service officials in determining immediate placement of those trainees who completed courses and are being considered for parole in May.

There are 32 inmate trainees who have parole release dates in May and June. Of this total, jobs have been confirmed for over 20; and 11 others have tentative agreements for employment. One is neither confirmed or tentative. Eighteen others who completed training in April and May have not received parole release dates which allow for immediate placement. As their parole dates arrive, their job placement will be confirmed.

In many instances, it has been difficult for the Placement Officer to obtain firm job offers for inmate trainees two months prior to their parole date. Sometimes a job is available immediately, but won't be available at a later date near the time of the trainee's parole; or, the employer is interested in possibly hiring the trainee, but cannot or will not commit himself two months in advance of release.

Confirmation of those jobs listed as tentative would probably have been more possible had a personal interview been possible. Many employers are reluctant to hire a person whom they have never met and know nothing about, except the information obtained from the placement officer. Very few employers will agree to make a special trip to Draper for personal interviews because of distance, time involved, and other business commitments. It is not possible for the placement officer to receive permission to take an inmate trainee to the employer's place of business for an interview, expect in rare cases. Even if this were possible, it would not be practical as most of the trainees desire placement in distant localities, and the placement officer would not have time available to provide individual escort. A prison guard would also be required to accompany inmates on trips outside the prison compound, and they are not available for such duty.

Any inmate being considered for parole must, two months prior to his tentative parole date, produce evidence of a firm job offer and a place of residence. This information is checked by the parole supervisor in the area where the parolee will work and live, and a recommendation of approval or disapproval is returned to the parole board. The parole board is also required, by law, to notify the circuit solicitor (district attorney) and circuit judge of the county from which the man was sentenced that his parole is being considered. If they have any objections, they must make them known within a month prior to the inmate's tentative parole date. Two such protests have been registered against the release of trainee inmates who have successfully completed courses in Small Electrical Appliance Repair and Combination Welding. Their paroles were denied, but they will be considered again at a later date. Both of these men had job offers at the time of their denial.

Some type of "Prerelease Center" would greatly solve some of the problems involved in the effective placement of trainees. Inmates who had been tentatively approved for parole could be released to these centers where they would be available for various types of counseling and job placement activities not possible within the confines of the prison.

The Placement Officer has been a member of the Alabama Mental Health Study Committee which is inquiring into all phases of mental health and is to make recommendations to the Governor for action. As a member of the subcommittee on prisons, he and others have submitted their final report. A breakdown of prisoners age 15-25 by age, race, and sex is given in the Statistics section. Other pertinent data from this report is included in Appendix F.

The placement officer and vocational counselor have continued consultations with members of the State Pardons and Paroles Board in determining the most effective means of coordinating parole, job placement, and residential programs. The Board has also been helpful with information concerning holdovers and possibilities of having the holdovers resolved so that trainees could become eligible for parole and placement.

As a part of the promotional activities, a brochure depicting "Rehabilitation in Action" has been prepared primarily for the use of the placement officer in his promotional and placement activities. A copy of the brochure may be obtained upon written request to the project director.

The director and assistant director of the project, as well as other staff members, have made four trips to obtain information on IBM data processing, to determine potential for data processing graduates, to ascertain possibilities of using IBM equipment in the research phase of the project, as well as to observe the use of individualized instruction in a public high school. In addition, they have attended conferences pertaining to problems and solutions in the educational field, particularly concerning the disadvantaged population, and worked with educational television specialists in planning a series of film that will help to develop the personal-social skills so important to a person's getting a job and keeping it.

Verbal and physical tours continue as political and civic leaders, psychologists and educators, high school and college students, television, newspaper, and magazine staff members either write for complete information on the project or visit for a personal tour. One prospective employer visited during this reporting period seeking barbering employees.

Members of the staff have presented "The Draper Story" to civic groups, a legislative council, industrialist groups, public schools, and a national convention. Interviews have been granted to representatives of local news media.

A paper prepared by the project director and assistant director and presented to the Detroit Society for Programmed Instruction, January, 1965, was published in the April issue of "Alabama Mental Health," the monthly publication of the Division of Mental Hygiene, Alabama Department of Public Health. Copies of other newspaper and magazine articles, as well as letters from persons who visited the project, are included in Appendix G.

Summary

Youthful offenders serving prison sentences at Draper Correctional Center, Elmore, Alabama, are experimental subjects in the Experimental and Demonstration Manpower Project for Training and Placement. The first group of 46 inmates in a graduation ceremony held at the prison chapel were challenged to a new way of life as the State Director of Vocational Education addressed the student body, received their certificates of completion from the project director, and were congratulated by staff members as well as state and local officials at the reception following graduation.

The overall conduct of the students in the first courses was good. An appreciable change in attitude in their personal-social relations during the progress of training resulted in their enthusiastic participation in graduation activities and reflected genuine confidence in the new life that awaits them.

Twenty of the students have confirmed jobs; 11 have tentative commitments, and the remaining students are awaiting confirmation of placement pending receipt of parole dates. Placement activities have been intensified and will continue to be until final job confirmation is achieved for all trainees eligible for parole.

The services of counselors in conjunction with instructors' personal interest in their students contributed to the achievement of lagging students to the point that these students were able to upgrade their work and be graduated for "qualified" entry level work.

A total of 118 applicants for new courses have been interviewed, tested, and screened. They will participate in a prevocational training period designed to facilitate the best placement of trainees within the vocational training areas.

Ten self-instructional lessons have been completed by technical writers and are ready to be printed. Six other lessons are in the final stages of preparation. The two programmers have completed three self-instructional lessons and are embarking upon the project of preparing adjunctive materials for vocational and supplemental areas that will take the form of introductions and overviews to study courses. quick reference books, and/or data fact sheets. A proposed plan for field-testing programs has been developed and will be put into use in the next few weeks.

Staff members continue to participate regularly in promotional activities in the form of newspaper, magazine, and television interviews, speeches before civic and professional groups, and tours of the project. The overall reaction of these groups is one of interest, concern, and cooperation in every way possible.

All vacancies in the project staff have been filled. An additional staff member is needed to serve as a Follow-up Counselor. His responsibility would be to provide the additional follow-up services urgently needed for paroled inmates who were former trainees.

Additional typewriters, shop area fans, and a good hot water tank are urgent needs of the project. Insufficient space and power are problems that seem insurmountable unless the Board of Corrections can procure funds to solve them.

Often when a student is dropped from vocational training, his parole date is not changed. In other cases applicants for training receive notification of new parole dates (copy of the notice sent to our office) before selection of vocational trainees has been made. If the applicant is then not selected, and his new parole date remains in effect, a decrease is created in the incentive that participation in the vocational school can give to prisoners for an early release. This situation is one of the reasons our staff has made plans to work more closely and carefully with the Pardons and Paroles Board to fully understand their exact policies and procedures and to better coordinate the flow of information so that the incentive of vocational training will not be lost.

The many limiting factors involved in selecting trainees for vocational courses have resulted in our having to accept students whose basic educational level is too low for them to perform 7-9 grade level shop-related studies without extensive basic educational training. Obviously, this situation will retard our overall progress. An extension of the present age limit of trainees from 16 through 21 to 16 through 29 would permit us to overcome this handicap.

Some type of "prerelease center" where inmates would be available for personal interviews with prospective employers would be extremely helpful. It is hoped that this might be a possibility in the near future.

Members of an advisory committee, whose task is to help assure that rehabilitated youthful offenders are assimilated into the free-world society, have been instrumental in solving many of the problems of securing supplies and materials for which there are no funds, suggesting resource speakers for supplemental training, and helping with prerelease needs.

Statistics

The charts included in the following pages reflect:

1. The flow of persons into the project for the first six-month training period
2. California Achievement Test Beginning and Ending Scores. including

    a. comparison of individual scores
    b. comparison of class scores
    c. summary of all scores

Also included in this section is a Table compiled by the Alabama Mental Health Study Committee showing the distribution of prison population by age, race, and sex.

Name of Class	No. of enrolled trainees	Official	Unofficial	Officially dropped	Unofficially dropped	Officially graduated	Unofficially graduated	total graduated
Barbering	12	10	2	1	1	9	1	10
Bricklaying	13	10	3	2	1	8	2	10
Ser.Sta.Mech-Att.	10	10	0	1	0	9	0	9
Small Elec.Appl.Rpr.	10	10	0	2	0	8	0	8
Welding	11	10	1	2	0	8	1	9
Sub-totals			6	8	2	42	4	46
Radio-TV Repair	10	10	0	0	0			
Technical Writing	12	10	2	1	1			
Totals	78	70	8	9	3			

RATE OF FLOW OF TRAINEES

CALIFORNIA
TEST DATA

AUTO MECHANICS
TRAINING COURSE

Length of Course: 6 months Beginning Date:_____ Ending Date:_____

CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

STU-DENT	DATE TESTED	READING VOCABULARY	READING COMPREHENSION	MATHEMATICS REASONING	MATHEMATICS FUNDAMENTALS	MECHANICS ENGLISH	SPELLING	TOTAL AVERAGE
A	*BS	7.4	7.0	7.1	6.2	7.7	8.5	7.3
	**ES	8.2	12.4	10.9	11.1	8.8	8.3	9.9
GRADE GAIN		.8	5.4	3.8	4.9	1.1	-.2	2.6
B	BS	8.2	8.0	8.4	8.1	9.0	11.5	8.9
	ES	10.0	12.4	11.4	10.5	10.9	10.3	10.9
GRADE GAIN		1.8	4.4	3.0	2.4	1.9	-1.2	2.0
C	BS	6.4	6.2	4.9	5.5	6.9	6.3	6.0
	ES	7.4	8.0	7.7	6.5	6.7	7.5	7.8
GRADE GAIN		1.0	1.8	2.8	1.0	-0.2	1.2	1.8
D	BS	9.4	8.9	7.4	6.9	7.8	8.8	8.2
	ES	9.2	10.2	10.9	10.5	8.6	9.6	9.9
GRADE GAIN		-.2	1.3	3.5	3.6	.8	.8	1.7
E	BS	13.3	12.1	11.3	9.0	10.4	11.9	11.3
	ES	12.7	13.2	12.6	11.6	12.6	14.7	12.9
GRADE GAIN		-.6	1.1	1.3	2.6	2.2	2.8	1.6
F	BS	7.2	7.1	8.1	7.4	8.9	8.0	7.8
	ES	9.6	8.9	8.3	9.0	10.4	10.0	9.3
GRADE GAIN		2.4	1.8	.2	1.6	1.5	2.0	1.5
G	BS	7.0	9.2	8.8	5.4	8.8	8.5	7.9
	ES	6.1	9.8	9.5	9.9	8.8	8.8	8.8
GRADE GAIN		-.9	.6	.7	4.5	.0	.3	.9
H	BS	9.0	8.0	9.0	7.4	8.5	7.9	8.3
	ES	9.2	8.8	9.5	0.1	9.4	7.5	9.1
GRADE GAIN		.2	.8	.5	2.7	.9	.4	.8
I	BS	9.7	9.6	8.7	7.3	8.6	9.4	8.9
	ES	11.1	10.2	9.5	7.9	9.3	9.2	9.5
GRADE GAIN		1.4	.6	.8	.6	.7	-.2	.6
J	BS							
	ES							
GRADE GAIN								
CLASS GRADE GAIN		.7	1.9	1.9	2.7	1.0	.7	1.5

* Beginning of Course Scores
** Ending of Course Scores

Note: This class spent a total of ___ hours in remedial class work. All students learn through Programmed Self-Instructional Material.

CALIFORNIA
TEST DATA

BARBERING
TRAINING COURSE

Length of Course: 6 Months Beginning Date: _______ Ending Date: _____

CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

STUDENT	DATE TESTED	READING VOCBULARY	READING COMPREHENSION	MATHEMATICS REASONING	MATHEMATICS FUNDAMENTALS	MECHANICS ENGLISH	SPELLING	TOTAL AVERAGE
A	* BS	8.8	8.5	7.6	7.7	8.4	8.8	8.3
	** ES	10.7	10.2	9.7	8.8	8.1	10.0	9.6
GRADE GAIN		1.9	1.7	2.1	1.1	-.3	1.2	1.3
	BS	10.4	9.4	9.5	9.5	12.6	9.8	10.2
B	ES	12.3	12.0	8.9	11.6	12.5	10.5	11.3
GRADE GAIN		1.9	2.6	-.6	2.1	-.1	.7	1.1
	BS	6.3	5.7	5.6	5.3	7.9	6.0	6.1
C	ES	7.3	7.7	7.9	7.2	6.8	5.1	7.0
GRADE GAIN		1.0	2.0	2.3	1.9	-1.1	-.9	.9
	BS	8.0	7.7	6.8	5.4	6.5	6.4	6.8
D	ES	7.5	7.9	8.6	6.9	6.3	7.9	7.5
GRADE GAIN		-.5	.2	1.8	1.5	-.2	1.5	.7
	BS	9.6	8.5	8.5	8.2	8.0	10.6	8.9
E	ES	8.2	10.3	9.9	9.5	7.5	10.9	9.4
GRADE GAIN		-1.4	1.8	1.4	1.3	-.5	.3	.5
	BS	9.6	8.1	8.7	7.7	10.7	8.1	8.8
F	ES	10.7	9.4	9.3	8.7	10.0	7.9	9.3
GRADE GAIN		1.1	1.3	.6	1.0	-.7	-.2	.5
	BS	8.4	10.3	7.7	7.6	8.4	4.8	7.9
G	ES	9.4	9.9	8.7	7.3	7.6	6.5	8.2
GRADE GAIN		1.0	-.4	1.0	-.3	.8	1.7	.3
	BS	7.2	8.0	7.2	7.4	8.4	8.3	7.7
H	ES	7.4	7.5	8.6	8.1	7.7	7.9	7.8
GRADE GAIN		.2	-.5	1.4	.7	-.7	-.4	.1
	BS	9.4	8.6	8.3	7.5	7.7	8.6	8.4
I	ES	7.9	9.1	8.3	8.3	9.4	7.5	8.4
GRADE GAIN		-1.3	.5	.0	.8	1.4	-1.1	.0
	BS							
J	ES							
GRADE GAIN								
CLASS GRADE GAIN		.4	1.0	1.1	1.2	-.3	.3	.6

* Beginning of Course Scores
** Ending of Course Scores

Note: This class spent a total of _____ hours in remedial class work. All students learn through Programmed Self-Instructional Material.

CALIFORNIA
TEST DATA

BRICKLAYING
TRAINING COURSE

Length of Course: _____ months Beginning Date: ____ Ending Date: ______

CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

STUDENT	DATE TESTED	READING VOCABULARY	READING COMPREHENSION	MATHEMATICS REASONING	MATHEMATICS FUNDAMENTALS	MECHANICS ENGLISH	SPELLING	TOTAL AVERAGE
A	* BS	7.4	8.0	8.7	7.9	6.8	5.1	7.3
	** ES	8.8	9.9	9.1	11.3	6.8	6.5	8.7
GRADE GAIN		1.4	1.9	.4	2.4	.0	1.4	1.4
B	BS	9.2	10.1	8.9	9.9	8.4	9.4	9.3
	ES	10.2	10.2	10.5	12.3	9.1	10.0	10.4
GRADE GAIN		1.0	.1	1.6	2.4	.7	.6	1.1
C	BS	7.0	7.3	4.5	4.9	7.2	4.0	5.8
	ES	8.0	6.7	8.6	6.5	6.0	5.1	6.8
GRADE GAIN		1.0	-.6	4.1	1.6	-1.2	-1.1	1.0
D	BS	7.0	7.9	7.4	7.0	7.6	7.0	7.3
	ES	6.4	7.7	8.6	9.7	9.1	7.5	8.1
GRADE GAIN		-.6	-.2	1.2	2.7	1.5	.5	.8
E	BS	7.7	7.5	6.4	5.7	8.9	8.8	7.5
	ES	9.0	8.5	8.5	7.5	8.5	7.5	8.2
GRADE GAIN		1.3	1.0	2.1	1.8	-.4	-1.3	.7
F	BS	6.7	6.7	7.4	5.8	4.0	5.8	6.0
	ES	6.5	6.7	6.0	5.0	5.2	9.5	6.5
GRADE GAIN		-.2	.0	-1.4	-.8	-1.2	3.7	.5
G	BS	8.2	8.4	8.3	6.9	8.1	10.0	8.3
	ES	7.2	8.2	9.1	10.2	8.8	9.6	8.8
GRADE GAIN		-1.0	-.2	.8	3.3	.7	-.4	.5
H	BS	6.7	6.7	7.9	9.6	6.8	8.5	7.6
	ES	7.7	7.3	9.3	8.7	7.7	7.9	8.1
GRADE GAIN		1.0	1.1	1.4	-.9	.9	-.6	.5
I	BS	6.7	5.3	7.1	7.1	6.8	5.9	6.5
	ES	7.0	4.6	6.0	8.2	6.1	5.1	6.2
GRADE GAIN		.3	-.7	-1.1	1.1	-.7	-.8	-.3
J	BS	4.3	6.9	7.1	6.9	5.1	4.8	5.8
	ES	4.0	7.0	7.9	7.2	4.0	4.0	5.7
GRADE GAIN		-.3	.1	.8	.3	-1.1	-.8	-.1
CLASS GRADE GAIN		.4	.3	1.0	1.6	.2	.4	.7

* Beginning of Course Scores
** Ending of Course Scores

Note: This class spent a total of ____ hours in remedial class work. All students learn through Programmed Self-Instructional Material.

CALIFORNIA
TEST DATA

SEAR
TRAINING COURSE

Length of Course: 6 months Beginning Date:_____ Ending Date:_____

CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

STUDENT	DATE TESTED	READING VOCABULARY	READING COMPREHENSION	MATHEMATICS REASONING	MATHEMATICS FUNDAMENTALS	MECHANICS ENGLISH	SPELLING	TOTAL AVERAGE
A	*BS	11.3	11.8	9.4	8.4	10.6	10.1	10.3
	**ES	12.3	11.8	12.9	13.2	12.5	12.5	12.5
GRADE GAIN		1.0	.0	3.5	4.8	1.9	2.4	2.2
B	BS	8.0	10.2	8.8	8.5	9.8	10.6	9.3
	ES	10.2	11.6	11.2	11.1	10.0	11.3	10.9
GRADE GAIN		3.2	1.4	2.4	2.6	.2	.7	1.6
C	BS	8.9	8.3	8.7	7.5	8.0	9.4	8.5
	ES	10.0	9.8	10.7	11.0	8.2	9.2	9.8
GRADE GAIN		1.1	1.5	2.0	3.5	.2	-.2	1.3
D	BS	5.6	6.3	6.9	6.2	6.5	7.7	6.5
	ES	7.5	7.0	7.0	7.3	6.3	7.2	7.0
GRADE GAIN		1.9	.7	.1	1.1	-.2	-.5	.5
E	BS	13.8	13.1	14.8	14.2	13.8	10.1	13.3
	ES	12.1	14.2	14.4	14.6	13.4	14.3	13.8
GRADE GAIN		-1.7	1.1	-.4	+.4	-.4	4.2	.5
F	BS	6.7	8.6	7.6	6.7	6.2	7.6	7.2
	ES	7.7	9.4	6.0	7.7	6.5	7.5	7.5
GRADE GAIN		1.0	.8	-1.6	1.0	.3	-.1	.3
G	BS	8.8	9.9	9.5	7.5	8.9	8.7	8.9
	ES	9.2	10.3	9.5	9.0	8.5	9.2	9.3
GRADE GAIN		.4	.4	.0	1.5	-.4	.5	.4
H	BS	8.5	10.7	9.5	9.2	8.4	8.8	9.2
	ES	8.4	9.5	10.1	11.6	7.8	6.0	8.9
GRADE GAIN		-.1	-1.2	.6	2.4	-.6	-2.8	-.3
I	BS	9.0	8.1	6.8	6.7	6.9	9.2	7.8
	ES	8.2	7.8	6.6	6.9	6.5	7.8	7.3
GRADE GAIN		-.8	-.3	-.2	.2	-.4	-1.4	-.5
J	BS							
	ES							
GRADE GAIN								
CLASS GRADE GAIN		.6	.5	.7	2.0	.1	.3	.7

* Beginning of Course Scores
** Ending of Course Scores

Note: This class spent a total of ____ hours in remedial class work. all students learn through Programmed Self-Instructional Material.

CALIFORNIA
TEST DATA

WELDING
TRAINING COURSE

Length of Course: 6 months Beginning Date: ____ Ending Date: ____

CALIFORNIA ACHIEVEMENT TEST SCORES
NATIONAL GRADE PLACEMENT

STU-DENT	DATE TESTED	READING VOCABULARY	READING COMPREHENSION	MATHEMATICS REASONING	MATHEMATICS FUNDAMENTALS	MECHANICS ENGLISH	SPELLING	TOTAL AVERAGE
A	*BS	4.7	5.3	5.5	6.6	4.0	3.8	5.0
	**ES	6.0	7.7	7.4	10.1	7.3	5.4	7.3
GRADE	GAIN	1.3	2.4	1.9	3.5	3.3	1.6	2.3
B	BS	6.4	6.9	7.4	7.0	6.8	6.2	6.8
	ES	7.7	6.2	8.5	6.9	6.9	7.9	7.4
GRADE	GAIN	1.3	-.7	1.1	-.1	.1	1.7	1.4
C	BS	9.3	9.8	8.0	7.3	7.7	4.9	7.8
	ES	9.2	10.5	10.3	8.4	8.4	7.9	9.1
GRADE	GAIN	-.1	.7	2.3	1.1	.7	3.0	1.3
D	BS	7.2	9.6	7.2	5.9	8.9	7.2	7.7
	ES	9.0	10.2	8.0	8.5	8.9	7.5	8.7
GRADE	GAIN	1.8	.6	.8	2.6	.0	.3	1.0
E	BS	9.8	9.4	10.1	7.5	6.5	9.6	8.8
	ES	10.8	10.7	9.7	10.1	8.4	8.3	9.7
GRADE	GAIN	1.0	1.3	-.4	2.6	1.9	-1.3	.9
F	BS	4.6	7.1	6.6	6.5	5.6	4.4	5.8
	ES	4.9	7.5	7.6	7.3	7.4	4.0	6.5
GRADE	GAIN	.3	.4	1.0	.8	1.8	-.4	.7
G	BS	7.6	7.4	8.6	7.7	8.5	6.9	7.8
	ES	7.8	7.8	8.5	8.8	9.0	7.5	8.2
GRADE	GAIN	.2	.4	-.1	1.1	.5	.6	.4
H	BS	7.8	10.5	8.5	7.4	6.9	6.4	7.9
	ES	9.0	8.6	8.8	9.0	8.1	6.0	8.3
GRADE	GAIN	1.2	1.9	.3	1.6	1.2	-.4	.4
I	BS							
	ES							
GRADE	GAIN							
J	BS							
	ES							
GRADE	GAIN							
CLASS GRADE	GAIN	.9	.5	.9	1.6	1.3	.7	.9

* Beginning of Course Scores
** Ending of Course Scores

Note: This class spent a total of ____ hours in remedial class work. All students learn through Programmed Self-Instructional Material.

APPENDIX A

MDTA Graduation Program

The Montgomery Advertiser

By The Associated Press
Full Day, Night and Sunday Service

Montgomery, Ala. Saturday Morning, May 1, 1965

JOHNNY LITTLE (R), A UNIQUE GRADUATE
Dr. McKee, Director, Presents Diploma

46 Inmates Get Draper Diplomas

By JIM McGREGOR

"The outside world has a place and a use for you. The outside world is fair but it also demands its people to be fair and honest."

These were the words of J. F. Ingram, state director of vocational education, as he spoke to a graduating class of 46 young men Friday in Elmore County.

"Don't kid yourself," he told the youths, "or let anyone else kid you into thinking your future can't be bright. For every hand that pushes you down, there will be a thousand to pick you up again."

These were strange words for a commencement address but even stranger were the circumnces surrounding the graduation.

The 46 young men receiving their diplomas are inmates of Draper Correctional Center and were the first graduates of a unique educational experiment that has attracted national and international fame.

The young inmates were part of a program called the Vocational Experimental Demonstration which is sponsored under the Manpower Development and Training Act. It is one of two major projects being carried out at Draper under the direction of Dr. John M. McKee.

These graduates have learned one of several available trades, including bricklaying, welding and barbering, and will be paroled from Draper as soon as they are placed in jobs throughout Alabama.

Of 523 inmates who have graduated from Dr. McKee's courses and have been released, only [illegible] have been returned to the prison system. Six per cent have gotten into trouble again compared to 70 per cent for the rest of the system.

McKee's other major project which deals with regular school work such as math and English has worked so well that over 1,000 courses have been completed. Ten ex-inmates have even gone on to college.

The new project, (Friday's graduating class was the first to complete the course), is an attempt to apply the programmed instruction method of teaching to vocational subjects such as welding and bricklaying.

The biggest drawback in the vocational experiment is equipment, said Mrs. Donna Seay, assistat to Dr. McKee. For the class of 50 about to start, she said, the school had 129 applications and "we don't have the facilities and equipment."

Had it not been for the white prison dress worn by the graduating class and the high fence surrounding the prison chapel, this commencement would have looked like the thousands of others that will be taking place throughout the country the next few weeks.

A slightly frightened inmate sang The Lord's Prayer and proud parents beamed when they heard their son had won a special achievement award. Selected members of the class made short speeches, thanking their instructors for all the knowledge they acquired in his class.

The diplomas didn't stand for an easy freedom and perhaps won't be a key to instant success but the young men who walked across the small stage at the prison chapel to receive their certificates walked just as proudly and smiled just as big as someone receiving a Ph.D from Harvard.

45 Win Diplomas At Draper Center

By JOE McFADDEN

This is graduation day at one of the nation's most unusual institutions of learning.

Diplomas were presented today to the first 45 students to finish a new experimental vocational training project at Draper Correctional Center.

State Prison Commissioner A. Frank Lee's "medium security" prison north of Montgomery has been host for five years to a program of convict rehabilitation that has attracted nation-wide attention and imitation.

Directed by Dr. John M. McKee, a program of inmate self-instruction has developed on the second floor of one wing of the prison that has paid off so far in 92 per cent successful paroles.

Of 5[illegible]3 graduates released, only 24 have been returned to the prison system.

Six per cent have gotten in trouble again compared to 70 per cent for the rest of the system.

McKee's aim is to change a young man's behavior pattern by teaching him the things most people who don't go to prison already know. The key to learning by students who never learned on the outside has been "programmed instruction."

Subject matter is "programmed" when information is carefully arranged in small steps fed in sequence in a workbook or film operated by the student.

Regular school work such as math and English worked so well that over 1,000 courses have been completed; 10 ex-inmates have even gone to "free world" college.

The new project is an attempt to apply the programmed instruction method to vocational subjects — welding, bricklaying, etc. Supporting subjects are tailored to fit the student and might include such basic information as knowing to bathe regularly or how to talk to a prospective employer.

Student ages have been mostly near 20. Prisoners apply from anywhere in the system, but enrollment is only about 200 although Draper contains from 400 to 600 prisoners.

Biggest shortage in the vocational experiment is equipment, according to Mrs. Donna Seay, assistant to Dr. McKee. For the class of 50 about to start, the school had 129 applications.

Joe Harless, in charge of programming, is teaching a class of inmate technical writers used to help program other subjects. Building a good program requires expert advice and at the same time ignorance of the subject — the programmer has to identify each bit of necessary information that the expert might take for granted.

So far, no one's ever made a good program on how to be a programmer because the programmer is paradoxically already expert in the field.

The programmed instruction is working as a means of reaching young offenders who would otherwise have cost the state thousands in prison board and keep.

The prison must furnish 72 per cent of its own upkeep. The work requires a much less pleasant existence for non-student prisoners. This alone keeps up the supply of volunteers.

The school actually is working. This builds the student's self respect and his sense of being successful—usually for the first time in his life.

John McKee, who has lectured on the subject all over the country the last two years, operates his office in a building near the main prison in an unprison - like air of gleeful confusion.

"We're only beginning," he says. "We believe the next few years will mark the most significant achievements in rehabilitation that have occurred since the establishment of correctional institutions."

TELEVISION COVERAGE OF MDTA GRADUATION

Newsmen from WSFA TV, Montgomery, Alabama, arrived at the project April 30, 1965, at 1:00 p.m. at which time they interviewed the Project Director and were given a description of the vocational project. The newsmen accompanied the Project Director to the Chapel at 3:00 p.m. and photographed significant moments of the graduation exercises.

The television coverage was presented throughout the state on the April 30 6:00 and 10:00 p.m. newscasts.

APPENDIX B

New Personnel Employed in Project

NEW PERSONNEL EMPLOYED IN PROJECT

The following is a list of positions, names, and qualifications of new employees under the experimental-demonstration phase of the project:

1. Shop Supervisor, James R. Loe, 3 years prelaw, University of Alabama; 1 year in law, Jones Law School; 1 year in accounting, Alabama Christian College; 17 years experience as educational advisor for Veterans Administration Educational and Rehabilitation Benefits.

2. Historian, Anne Adams, 1½ years college, Huntington College, University of Alabama Center; 5 years experience as director of Christian education; 5 years experience as executive secretary.

3. Clerk-Typist, Ronnie Rex Truitt, 1 year Modern Business Academy; 2 years experience as clerk with L & N Railroad.

4. Layout Artist, Dovard Taunton, high school graduate; 3 years experience as printer-duplicator-layout-artist.

5. Clerk-Typist, Shirley Ann Nutter, high school graduate; Columbia, South Carolina Business College; 1 year experience as clerk-typist; 1 year experience as secretary-receptionist.

APPENDIX C

Counseling Data

(letters regarding dropouts)

Vocational Experimental-Demonstration Project
Draper Correctional Center
Elmore, Alabama

JOHN M. McKEE, PH. D.
PROJECT DIRECTOR

DONNA SEAY
ASSISTANT PROJECT DIRECTOR

February 15, 1965

Mr. John E. Mandeville
Clerk of Circuit Court
Mobile County
Mobile, Alabama

In Re: State of Alabama
vs
11211 - Charles W. Johnson

Dear Sir:

Charles W. Johnson, an inmate of this institution, has been notified by your court that he is to be transferred to Mobile for arraignment March 9, 1965 and trial March 22, 1965. The following information is presented in his behalf for your consideration.

In October, 1964 he was selected from twenty-eight applicants to be a member of the bricklaying class of ten students. The class was started November 2, 1964. To date his attendance has been perfect, his attitude and conduct among the best, and his progress has been good. We believe that he will successfully complete the course and be recommended as a promising bricklayer to masonry contractors. Efforts have already started to secure him employment as a bricklayer if he can be paroled by the Board of Corrections.

Warden Watkins is being furnished a copy of this letter and will cooperate with you toward the rehabilitation of this young man.

The examination and consideration of the above facts will be sincerely appreciated.

Yours very truly,

Cecil Norris
Cecil Norris
Instructor

William H. Phillips
William H. Phillips
Personal Counselor

Telephoned commissioner Lee 11:45 AM 2-17-65. He approved the release & requested a post script that the letter be referred to the judge in charge of the trial
WHP

Vocational Experimental-Demonstration Project
Draper Correctional Center
Elmore, Alabama

JOHN M. McKEE, PH D.
PROJECT DIRECTOR

DONNA SEAY
ASSISTANT PROJECT DIRECTOR

May 21, 1965

Mr. Lemmy Stephens, Jr.
Solicitor, Coffee County
Elba, Alabama

Dear Mr. Stphens: Re: Terrell W. Durden 90035

This request is in behalf of Terrell Durden who states that his home address is R. F. D. # 2, Enterprise, Alabama.

At present he is serving a two (2) years sentence for Grand Larceny. He was convicted for this offense in Dale County.

An Experimental Vocational Project was started here at Draper Correctional Center recently for a few selected offenders. Seven (7) different trade courses are being offered. The students were selected from the inmate roster based upon written application, testing, prison record, interview, and length of sentence. An effort was made to give serious consideration to those whose release dates would coinside with their course completion or soon thereafter.

This young man was selected to be a member of the barbering class. The second section of this class has just started, May 17, 1965.

He has informed me that he was expecting to be called to trial in Coffee County for a charge of Grand Larceny. This afternoon his instructor, Mr. James A. Graham, has informed me that he is being transferred today to answer this charge.

Our concern in his case is that he be permitted to return to his class just as soon as possible so that he may continue his training. We will appreciate any consideration that may aid this trainee.

Warden Watkins has knowledge of this written request and will cooperate [illegible] a rehabilitation program for this young man.

Sincerely yours,

William H. Phillips
Personal Counselor

cc: (1) Hon. Eris Paul, Judge
Coffee County Courthouse
Elba, Alabama

(1) Warden Watkins

APPENDIX D

Training Data

PROGRAMMED SELF-INSTRUCTIONAL MATERIALS USED IN REMEDIAL CLASSES
AUTO SERVICE STATION MECHANIC ATTENDANT

	STUDENTS										
REMEDIAL COURSES SELF-INSTRUCTIONAL MATERIALS COMPLETED	A	B	C	D	E	F	G	H	I	J	TOT
Practical Prob. Math in Automotive Trades	X	X	X	X	X		X		X		7
TEMAC Basic Math I				X							1
TEMAC Basic Math II	X										1
TEMAC Basic Math III		X									1
NJE Algebra							X	X			2
TEMAC Math Measurement		X									1
O'Mally Basic Math IV			X								1
TEMAC First Year Algebra Book I					X						1
NJE Math I							X				1
NJE Math II						X	X				3
Vocabulary Growth	X	X	X	X		X	X	X			7
Your Study Skills	X	X	X	X				X			5
David Discovers the Dictionary	X	X	X					X			4
E D L Word Clues Book G					X	X		X			3
E D L Word Clues Book H	X	X			X	X		X			5
E D L Word Clues Book I					X	X		X	X		4
E D L Word Clues Book J					X	X			X		3
E D L Word Clues Book K					X	X		X			3
E D L Word Clues Book L					X	X		X			3
E D L Word Clues Book M						X					1
Sentence Patterns C-D	X					X					2
Sentence Patterns E-F	X										1
Figures of Speech		X						X			2
CENCO Spelling Demons II			X		X		X	X			4
Capitalization C-D			X			X		X			3
Capitalization E-F						X		X			2
S R A Word Clues Book M		X									
Verbs, Modifiers, and Pronouns			X								
NJE English						X					
Punctuation C-D						X					
Punctuation E-F						X					
Spelling Self Taught						X	X				
T M I Spelling I							X				
T M I Spelling II							X				
T M I Spelling III							X				
CENCO Spelling Demons I			X								
Verbs, Number, and Case			X								
UNIVOX History				X							
Longitude and Latitude	X										
Maps and How We Read Them	X										
Grouping Animals	X										
Our Solar System	X		X								
TMI Work and Machines						X		X			
TOTAL	12	9	11	5	9	17	10	14	3		9

BIBLIOGRAPHY OF PROGRAMMED INSTRUCTIONAL COURSES USED
IN THE VOCATIONAL TRAINING - BASIC EDUCATION CLASS

April 9, 1965

COURSE	PUBLISHER	STOCK	FRAMES	GRADE	PT. VALUE
SRA Words	SRA	5	2200	JHS	3
Basic Skills: Sentence Patterns C-D, E-F	CTB	16	200 each	5-6	½ each
Basic Skills: Verbs, Modifiers, and Pronouns C-D	CTB	6	200 each	5-6	½ each
Basic Skills: Verbs, number, and cases E-F	CTB	0	200 each	5-6	½ each
Basic Skills: Capitalization C-D, E-F	CTB	16	200 each	5-6	½ each
Basic Skills: Punctuation C-D, E-F	CTB	16	200 each	5-6	½ each
English 2600	HBW	1	2,632	9-10	4
English 3200	HBW	1	3,208	10-12	5
Cenco Spelling Demons I	CSC	5	409		1
Cenco Spelling Demons II	CSC	5	506		1
Spelling - TMI I	TMC	6	1,000	3-College	1
Spelling - TMI II	TMC	6	1,000	3-College	1
Spelling - TMI III	TMC	6	1,000	3-College	1
Word Clues - Book G	EDL	5	930 each	7-13	4
Word Clues - Book H	EDL	5	930 each	7-13	4
Word Clues - Book I	EDL	5	930 each	7-13	4
Word Clues - Book J	EDL	5	930 each	7-13	4
Word Clues - Book K	EDL	5	930 each	7-13	4
Word Clues - Book L	EDL	5	930 each	7-13	4
Word Clues - Book M	EDL	5	930 each	7-13	4
Figure of Speech	CIT	1	339	10-12	1

COURSE	PUBLISHER	STOCK	FRAMES	GRADE	PT. VALUE
STUDY Skills Library: Reference	EDL	1	- -	4-9	- - -
Modern Punctuation	TMC	1	1,175	7-9	2
Modern English Punctuation I	TMC	1	249	7	1
Modern English Punctuation II	TMC	1	249	7	1
Modern English Punctuation III	TMC	1	249	7	1
Modern English Spelling Rules	TMC	1	2,990	4-7	3
Vocabulary Growth	CIF	10	339	10-12	1
David Discovers the Dictionary	CIF	6	329	4-6	1
Univox English Grammar	UEL	1	2160	5-9	3
Univox Spelling	UEL	1	2160	1-6	3
Basic Skills: Addition C-D - E F	CTB	18	200	7-8	½
Basic Skills: Subtraction C-D - EF	CTB	18	200	7-8	½
Basic Skills: Multiplication C-D - E F	CTB	18	200	7-8	½
Basic Skills: Division C-D - E F	CTB	18	200	7-8	½
Number Bases and Binary Numbers	CIF	1	331	8-10	1
Arithmetic I	NIE	2	300	5-6	1
Arithmetic II	NIE	1	300	6-7	1
Algebra I	NIE	1	300	HS	1
Basic Math I Temac	TMC	4	1480	JHS	2
Basic Math II Temac	TMC	4	1480	JHS	2
Basic Math [illegible]	TMC	4	1480	JHS	2

COURSE	PUBLISHER	STOCK	FRAMES	GRADE	PT. VALUE
Basic Math Measurement	EBP	2	3,674	9	3
Problems in Math for Automotive Trades	Delmar	10	-	-	-
Basic Math: Problem Solving Approach	AW	4	5,000	9-10	2
Algebra I, Volumes 1-5	EBR	5	8,312	H.S.	7
Algebra II, Volumes 1-5	EBP	5	7,373	H.S.	8
7th Grade Math, Volumes 1-4	EBP	4	4,777	7th	5
Programmed Business Math	McGHBC	1	1,001	H.S.	5
Plane Geometry	EBP	6	11,207	H.S.	8
Algebra - TMI Volume 1 & 2	TMC	2	1,933	H.S.	2 each
Decimal Numbers I	TMC	1	1,368	4	3
Decimal Numbers II	TMC	1	1,368	4	3
Fractions: Basic Concepts I & II	TMC	2	1,718	4-5	1 each
Fundamentals of Algebra	TMC	1	1,833	H. S.	2
Elementary Arithmetic - Fractions	TMC	2		ELEM.	2
Elementary Arithmetic - Decimal Numbers	TMC	2		ELEM.	2
Elementary Arithmetic - Addition & Subtraction Facts	TMC	1		ELEM.	2
Elementary Arithmetic - Multiplication & Division Facts	TMC	1	2,099	ELEM.	2
Math-Univox	UEL	1		5-6	1
Cells: Their Structure and Function	CIF	1	331	8-9	1
Introduction to Chemistry, I, II, and III	TMC	3	3,181	8-11	5
Grouping Materials	CIF	1	321	8-9	1

COURSE	PUBLISHER	STOCK	FRAMES	GRADE	PT. VALUE
Chemistry Concepts: The Molar Method	CIF	1	310	10-12	1
Our Solar System	CIF	1	361	7-9	1
Latitude and Longitude	CIF	1	250	5-7	1
Maps: How We Read Them	CIF	1	287	5-7	1
Geography - Univox	UEL	1	-	5-6	1
General Science - Univox	UEL	1	720	7-11	1
Biology and Chemistry, I & II	TMC	2	2,113	JHS	3
Work and Machines	TMC	1	1200	JHS	2
Measurements, Meteorology, and Astronomy, I & II	TMC	2	1,916	JHS	2
Sound, Light, and Electricity, I & II	TMC	2	1,823	JHS	2
Fundamentals of Electricity	TMC	1	-	10-12	2
History - Univox	UEL	1	2160	5-10	1
Your Study Skills	CIF	6	285	7-12	1
Basic Russian	TMC	6	2100	-	-

USE OF PROGRAMMED INSTRUCTION IN VOCATIONAL EDUCATION*

John M. McKee, Ph.D.
Donna M. Seay, M.A.
Draper Correctional Center
Elmore, Alabama

If properly used, programmed instruction can help solve many of the problems in vocational education. Particularly valuable is its use with individuals who, because of their difference in background and experience, have no concept of how to develop their human potential. Because they do not have the background to compete successfully in society, these individuals are called the "deprived" or the disadvantaged. They are characterized by frustration and failure; they are frequently school dropouts, undereducated and unskilled, usually economically deprived, often delinquent, and sometimes incarcerated.

It is with these incarcerated, disadvantaged youth that we have used programmed instruction in the Manpower Development and Training Act Vocational Experimental-Demonstration Project at Draper Correctional Center and have accumulated experiences that, we think, will have some import on the best use of programmed instruction in the vocational training of "deprived" or "disadvantaged" individuals.

At Draper, we are primarily concerned with the use of programmed instruction in a planned and organized training project in which the instructor is able to determine exactly what facts and skills the student needs to learn. Certain preparations and procedures should be based upon the training [illegible] of an individual, if programmed instruction is to be an effective method of training him. We know, for example, that the specific use of programmed instruction is dependent upon a person's interest and attitude. These young offenders were dropouts from public schools because neither school nor anything else could motivate them to learn material they were unable to visualize

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* Presented at the National Society for Programmed Instruction
Philadelphia, May 5-9, 1965
Project supported by MDTA grant #82-01-07

as prerequisite to reaching their goals. The disadvantaged youth in public school is not so unwilling to work--stealing, which may have been one of his goals, is a hard and hazardous occupation--as he is displeased and impatient with the long-range rewards that socially acceptable goals offer him.

Our first step, then, is to convince the inmate that a socially acceptable approach to making money legitimately is a far more desirable goal and can be obtained more rapidly through specific training designed to meet his needs than through public schools which are not in a position to offer this specific training. There are certain requirements for the training to which he has been directed. It must appeal to his interests and aptitude; it must be attainable in a relatively short period of time; it must contain none of the usual punishing features of difficult, unrelated material. In short, he must succeed at each step of his instruction or he will become a dropout from vocational training.

Through guidance in self-understanding, it is possible to instill in these youths desirable attitudes and goals. Their acceptance of new goals lead them to demand honest treatment in their educational pursuits--that instructional materials and methods be distinctly relevant to the new goals they have chosen. No matter how novel the material and enticing the secondary rewards for learning it, these students are not long fascinated with learning information for which they can see no practical use. Thus, the attitude of the student toward any programmed course is greatly determined by its obvious contribution to his vocational interest; the student in bricklaying, for example, requires a prescription of only that math--division, fractions, geometry--related to his vocation, while the more advanced student in television repair accepts the prescription of all this and algebra, [illegible] as essential to his chosen field.

To properly prescribe programmed instruction for students, questions pertaining to goals and occupational requirements must first be rigorously determined and stated. For example, if a student has chosen to become a small electrical appliance repairman, it must be determined how much and what math is required of a repairman in this trade, or what specific language skills he must know.

It is relatively simple to make the inmates aware that a certain amount of basic education is essential to all students--that they must be literate enough to learn verbal subject matter that is applicable to their vocational goals--but assessing precisely what they know and do not know is a difficult task. Although accurate evaluation of the youthful adult cannot be obtained solely by the use of standardized achievement tests, it was supposed that the results of such tests would provide a sound basis for evaluating their knowledge in reading, mathematics, and English. Test results in many instances were of limited value in determining true levels of academic achievement because this supposition failed to take into account low test motivation on the part of some students and the fact that many purposely did poorly, believing that a low score would increase their chances of being accepted for training. Needless to say, measures have been taken to obtain more reliable scores by explaining and emphasizing to the students that these tests are primarily for the prescription of programmed courses that would improve their deficient areas.

A refined assessment of students' deficiencies must complement achievement test results in order that parts of programs can be prescribed for them. Thus, the students will, ideally, always be directed to learning material they don't know and will not be required to go through hundreds of programmed "frames" of material they have already mastered. Our experience shows that boredom and task satiation can be managed far better if a student's "prescription" is tailored specifically to his needs.

The following is our standard procedure for developing an individualized evaluation and prescription for each student:

Initially, records of the student's intelligence and educational levels are studied. These records give a general idea of the student's capabilities and areas of deficiency.

Next follows a consultation with each vocational instructor. Areas of principal importance to each particular vocation are discussed. The remedial instructor can learn from the vocational instructor what particular characteristics and abilities he has observed while each student works in his shop and classroom. For example, the bricklaying instructor found one student unable to read a scale ruler.

The third step is to conduct an interview with the student for the purpose of discussing with him his attitude and knowledge about programmed instruction. Questions are answered and misconceptions are clarified; after which, specific weaknesses and needs of the students are pointed out to him.

Following the latter interview, tentative courses are listed for a student to take. Pre-tests are then given to determine whether or not the student needs a particular course or any part of it. If not, the prescription is altered and pre-tests are again given. Primarily, these pre-tests are prepared by the instructor; however, we have found that the short California Test Bureau's branching-type programs serve as adequate pre-tests in certain areas, especially in basic mathematics and English grammar. If a student knows the material, he will be able to complete the program quickly. If he has significant information gaps, he will take much longer and will need additional work.

As soon as the final prescription is formulated, the student is given the programs and told their purpose and how they relate to his vocation. He is also shown how to use the programs before he begins working on them under supervision.

While programmed instruction is used on a limited basis in skill training and related study, our principle use of it in vocational education is in remedial or basic education classes. The remedial curriculum consists chiefly of math and language arts. The purpose of these courses is to eliminate the deficiencies of the student so that he can more readily learn the vocational materials. The remedial class has an instructor whose assistant is a member of Draper's unusual College Co-op program. Twenty students per session are assigned to the remedial classroom for a period of two hours per day.

The instructor and his assistant give detailed supervision to the student by being constantly on the move to answer questions, inspect work, or to explain problems arising out of the materials on which the student is working. Individual conferences are frequently held to review progress, go over test results, and provide that personal element so vital to his learni

Certain incentives are employed in encouraging students to maintain high productivity goals. For example, each course has a point value, and when 15 points have been earned, the student is awarded a "Certificate of Achievement." A total of 649 points were accumulated by all the students. It is uncommon to use small amounts of money as rewards for accomplishing specifi goals. Also, the use of both group and individual progress charts is a reinforcement to learning.

Statistical data on the progress of students in this totally self-instructional program reveal something of its effectiveness. Only one perce of the students falls below 85 percent on final mastery tests. The average grade gain for 70 students in remedial over a six-month period was 1.3 grades. This gain was achieved with only two hours of daily instruction in which each student received a total of 208 instructional hours.

Future Plans

Already our in-house programming unit is developing self-instructional lessons in manipulative skills. Our programmers and class of trainees team up with shop instructors who serve as subject-matter experts to analyze the subject. The "mathetical" system of analysis developed by Gilbert is employed in lesson preparation. For more details on the operation of our programming unit, we refer you to the paper by our chief programmer, Joe Harless.[1]

Our future plans are to extend programming more deeply into the manipulative area of vocational education. Already we are using programmed instruction in the related studies for two of the vocations we teach--television repair and small electrical appliance repair. The basic electricity-electronics course prepared at Draper is being used effectively. When commercial programs related to other vocational courses become available, we intend to use them.

Finally, we already know that programmed instruction works in vocational education, with prison population groups. Later, when we try out our programs with other population groups, we shall be in a position to determine the value of programmed instruction in a variety of settings.

Used correctly, programmed instruction is an efficient and effective educational device designed to meet the specific needs of the individual student. When materials are correlated with the precise vocational needs and educational deficiencies of the student, his performance improves. As a result, he will be better prepared for a new life.

---

[1] Harless, Joe, "Making Sow's-Ear-Writers Into Silken Programmers"

STEPS AND PERSONNEL INVOLVED IN PREPARATION OF MATHETICAL PROGRAMS

	STEP	PERSONNEL	EXPLANATION
1.	Total task and job analysis	Programmer, Subject Matter Instructor, Subject Matter Specialist, Chief Programmer	Breakdown of actual performance areas in small steps by interview and observation of subject matter people and by examination of written material in the field.
2.	Preliminary analysis of trainee population	Programmer, Project Director, Instructor	Determination of verbal and physical skills, and reading level of the intended trainees. Determination of the skills presently at strength in the field.
3.	Tentative Training	Programmer, Instructor, Subject Matter Specialist, Chief Programmer	Statements of what the trainee will be able to do on completion of the program written in behavioral terms, criteria and conditions of performance.
4.	Post-Program Final Exam	Programmer, Instructor	Translation of the Objectives into a mode of evaluation.
5.	Master's behavior minus Initiant's behavior equals Deficiency (M-I=D)	Programmer	Determination of strength of behaviors in students repertory.
6.	Do-Describe Charts	Programmer	Simulation of performance of the behaviors on paper accompanied by a verbal description.
7.	1st Prescription (Px) of behaviors. Approval of order. Final objectives	Programmer, Instructor	Systematic "laying out" of the behaviors in Stimulus-Response terms.
8.	Analysis of the Px	Programmer	Systematic examination of each unit of behavior in reference to every other, to determine the optimum teaching strategy: sequence, decisions, and generalizations to be made by the student; determination of intra- and extra- lesson competition for learning and intra- and extra- lesson facilitation of learning.

	STEP	PERSONNEL	EXPLANATION
9.	Estimation of the Operant Span	Programmer	On the basis of all the foregoing analysis, a determination of the optimum size of the learning units (exercises).
10.	Differential Analysis	Programmer	Systematic examination of the Px to determine if any branching or any extra exercises are necessary for any part of the population.
11.	Analytic Px	Programmer	Determination of how much and what theory must be taught.
12.	Simulation Analysis	Programmer	Determination of level of simulation of the program.
13.	Lesson Plan and Special strategies	Programmer	"Chaining" of behaviors and listing of techniques to be used to overcome special problems and competition.
14.	Pre-Editing and Evaluation Draft of the program, Art-work, Mathetical and copy editing. 1st Draft of program.	Programmer, typist, artist, Chief Programmer, Editor	
15.	Individual Trainee Tryout and Revision Cycle	Programmer, Typist, Chief Programmer, Editor, Students	One-to-one tryout of the program; revisions as dictated by the student's performance, performed as many times on as many drafts as needed until the Objectives are met.
16.	Field Tryout	Programmer, Chief Programmer, Large numbers of students	Testing of the program under actual field conditions. Administration of pre- and post- evaluation.
17.	Specifications	Programmer, Chief Programmer	Preparation of any restrictions and limitations of the program and the processing and evaluation of data from pre- and post- test scores from the field test.

APPENDIX E

Materials Development Section

MAKING SOW'S-EAR-WRITERS INTO SILKEN PROGRAMMERS

by J. H. Harless
Chief Programmer
Vocational Experimental-Demonstration Project
Draper Correctional Center
Elmore, Alabama

Presented:

National Convention
National Society for Programmed Instruction
Philadelphia, Pennsylvania
May 6, 1965

MAKING SOW'S-EAR-WRITERS INTO SILKEN PROGRAMMERS

J. H. Harless
Chief Programmer
Vocational Experimental-
Demonstration Project
Draper Correctional Center
Elmore, Alabama

Men in starched whites sat at tables in the long room; some beat a discordant tattoo on battered typewriters; others frowned intently at large sheets of paper spread out before them. They were clean shaven and their neat, white clothes gave them the appearance of sailors in a sort of naval training class.

Three men in business suits stood beside the chairs of some of the men. They spoke in quiet tones of "stimulus" and "response," of "competition" and "generalization." One student was telling the instructor that he believed that the introduction of a particular operant in the program would break the chain, and the program would lose stimulus control. The words were used unhaltingly, as evidence of a perfect naturalness in his verbal repertory.

Six months ago this same group of young men sat in a ragtag platoon before an instructor in this same room. They were unshaven and their clothes bore the stains of farm work. Their sentences were punctuated with four-letter words and sundry "convict" lingo.

These ten were the students selected for a year's training in programming at Draper Correctional Center in Elmore, Alabama.

The Vocational Experimental-Demonstration Project at Draper began in October of 1964. Its primary objective is to demonstrate that the rate of recidivism in young offenders can be reduced considerably through vocational, remedial, personal-social, and distributive training and by utilizing the services of counselors.

Presently, there are seven vocational classes in the project: Barbering, Bricklaying, Welding, Radio-TV Repair, Small Electrical Appliance Repair, Service Station Mechanic-Attendant, and Technical Writing. The students in these classes also attend a remedial session in mathematics and language each day which is taught entirely with programmed instruction; they attend classes in the supplementary skills--money and banking, dress and grooming, manners and etiquette, and marketing.

The project has, in addition to the vocational, remedial, and supplementary classes, developed its own in-house programming capability. The programming unit is made up of a chief programmer who also serves as the instructor for the Technical Writing Class, two programmers, a programmer-editor, two artists, and two typists. The unit has complete control of the printing, fabrication, and evaluation of the programs that are developed by the programmers and the programming students.

The chief programmer was, at the beginning of the project, faced with a dilemma of having no clear-cut precedent. Since the project had chosen the "Mathetical" system of program preparation (based largely on the work of Gilbert), there were virtually no materials written or designed for the training of Matheticists, and comparatively few actual Mathetical programs were available to use as prototypes; also, the mean educational level of the inmates selected to be student-matheticists was about 11th grade, even though all were of a high-level intelligence Tests administered by a similar unit at the Communicable Disease Center in Atlanta had demonstrated that the prerequisites for Mathetical programmers be at least a B.S. degree, high scores on the Miller's Analogies and other diagnostic tests, especially in the verbal skills.

Because of the relative difficulty in becoming proficient in the Mathetical system of behavioral analysis (experience has indicated a minimum of six months training for college graduates), it was obvious that special new techniques of training would have to be worked out for this population and time limit. It was also obvious that the "freeman" programmers would be of little or no help in training the students. Even though all three of the employed programmers were talented and experienced writers, none had any previous experience in programming techniques.

As expected, the three freeman programmers, with their superior generalization ability due to their higher level of education, were able to progress at an accelerated rate in comparison with the students in the programming class, even though they attended the same training sessions as the students.

The freeman staff was able to give some vital instruction in general writing skills and in the mechanics of English. Presently, the freeman staff is beginning to take a more active role in the training o the class, especially in the validation and revision of their lessons (programs).

We allotted five months for the formal training of the programming class; the remainder of the year's training will be spent in the practical application of the Mathetical system of analysis in writing programs designed for the inmate-students enrolled in the other six vocational classes. Because of the accelerated training schedule, we followed this general training philosophy for the programming class:

I. Emphasis on "doing," not "understanding"

Even though the students were given some training in the theory of reinforcement learning and applied principles, the Mathetical system has been worked out with sufficient detail to give the programmer a rather rigorous set of guidelines to enable him to function without the extensive supportive rationale behind each step that he performs in the analysis of behaviors. The lectures and demonstration sessions in Mathetics and learning theory usually took the form of giving the programming students a detailed list of steps for each phase of the system.

The students never complained of "not understanding" what they were doing, but were satisfied to see their efforts "work" with the try-out student who took their lessons.

The quicker programming students were given more sophisticated training upon request in the form of textbooks in experimental psychology and works done on programmed instruction.

II. Always "show," do not just "tell"

As Mathetical lessons are usually quite highly simulated, the training of potential lesson writers is conducted as closely as possible to the actual situation in which the writers will be working. The students were always allowed to witness an actual demonstration of

IV. Note on students' work

At present, the following lessons are in the evaluation or revision stage:

1. "How to Solder"
2. "Mixing Mortar"
3. "Reading Circuit Diagrams"
4. "Estimating Building Materials"
5. "Introduction to Welding Techniques"
6. "The Tools and Areas of the Haircut"
7. "Using the Cutting Torch"
8. "Lubricating Front Wheel Bearings"
9. "How an Auto Works"
10. "Preparing a Customer for a Haircut"
11. "Using the VOM."

The following lessons are in the analysis and design stage:

1. "Math for Masons"
2. "Trouble-Shooting an Auto"
3. "Effective Letter Writing"
4. "Manners and Grooming"
5. "Setting up the Oscilloscope"
6. "Anatomy for the Barber"
7. "Reading Capacitors"
8. "Changing Air Filters"
9. "Setting Up the Builder's Level"
10. "Using the Four-Foot Level"

11. "Laying Out a Building"

12. "Extracting Square Root."

Plans for the future include the development and preparation of a programmed film on cutting hair, a self-instructional guide for the training of Matheticists, Mathetical lessons to be used in teaching machines, a series of pre-release lessons designed for the parolees' adjustment to society, and a program on spoken English.

AN OUTLINE

for

SOME NOTES ON APPLYING THE PRINCIPLES OF PROGRAMMED INSTRUCTION

to

CLASSROOM TEACHING

-----J. H. Harless

The teacher can be compared with the physician; both attempt to deal with a deficiency in the human organism. The physician discovers and treats a disease of the body. The teacher deals with a deficiency called "ignorance" and the lack of socialization of the young organisms.

Medicine has progressed to become a rather precise science. Teaching is still labeled as an "art form."

The recent discoveries in the science of learning have great implications to the "art" of teaching. It is possible now to demonstrate scientifically that the application of a few principles can enhance the learning even in the lecture method of teaching, the most ineffective way of departing information.

A physician's method might be described as having three phases.

1) Analysis, Diagnosis, Prescription;
2) Good bedside manner;
3) Keep the patient healthy.

A slight modification of those three phases gives us three good rules for the classroom teacher:

1) Analyze, Diagnose, Prescribe,
2) A good deskside manner;
3) Keep the student learning.

1. Analyze, Diagnose, Prescribe

    a. Analyze students

        (1) in terms of subject matter to be presented
        (2) at the beginning of the teaching term
        (3) by giving final examination first
        (4) results of examination will provide

(a) diagnostic measure of students' levels of learning
(b) overview of work to be covered
(c) help for teacher to write detailed objectives of course--prescription

  1. well-written and behavioral objectives are vital (psychologists and educators agree)
  2. objectives should

    (a) be written in "doing" terms*

      (1) terms that are open to interpretation should be avoided, e.g., "understand," "appreciate."

    (b) describe intended student group by expressing all prerequisites students should have
    (c) tell "how well" a task should be performed
    (d) be specific, in detail
    (e) be limited and precise by expressing what students will not be able to do upon completion of the course

2. A good deskside manner

a. Although lecturing may be an art, the way in which a teacher organizes it can be a systemmatic process.

  (1) Give students written outline of critical points to be learned--for the entire course, at the first of the year.

    (a) Where practical, it should be done in more detail for each class period.

  (2) Always begin lecture with summary of points to be made.
  (3) Give frequent summations throughout the class periods and during course.
  (4) Try to arrange all subject matter, especially procedured operation, into a step-by-step form.
  (5) Plan to teach "confusing" facts or theories at the same time, not far apart, as is usually done.

  For example, the process of long division and extracting square root are "confusing;" therefore, they should be taught at the same time to allow the student to differentiate them.

  (6) Use audio-visuals whenever possible; write things down to be seen. "A picture is worth a thousand words."

(7) Always start with the "known" and proceed to the "unknown;" use analogies and homologies that are known to the student wherever possible.

3. Keep the student learning

a. A major advantage of the teacher over programmed instruction is his physical presence as a motivating and "trouble-shooting" factor

b. Rely heavily on Socratic teaching

(1) make class an interaction between teacher and students
(2) motivate students constantly with questions and answers that have a teaching value
(3) approach testing with the attitude that it is an evaluation of teacher's effectiveness. (If a motivated student hasn't learned, a teacher hasn't taught.)

(a) test to evaluate only the material that has been presented
(b) do not ask the student to make generalizations on material that has not been presented

c. The old cliche, "a pat on the head is worth more than a rap on the knuckles," is very much appropriate in keeping a student learning.

*OBJECTIVES

POOR	BETTER
To understand	To write
To know	To identify
To appreciate	To solve
To believe	To list
To grasp	To compare
To realize	To contrast
	To construct
"The student will really understand long division."	"A student who can perform short division, multiplication of one digit number, and subtraction will be able to set up any given problem in long division and solve to three decimal places...."
"The student will grasp the significance of the Battle of Hasting."	"A student who has a fourth grade reading level, will be able to demonstrate the significance of the Battle of Hastings by listing these ten results:...."

PROPOSED PLAN FOR FIELD TESTS

Self-instructional lessons developed by the Materials Development Unit require an extensive individual tryout and revision cycle before they are released for field testing and final publication. These programs are individually administered to each tryout subject and revised as many times as necessary until they meet the objectives set for them.

Only minor changes should be required as a result of a field test. Therefore, the objective of field testing should be to evaluate a program under the actual conditions in which the material will subsequently be used. Any further errors made in curriculum implementation, content, or effectiveness of teaching strategies will be discovered in this process.

It is imperative that the field test be conducted under the direction of a member of the Materials Development Unit, but the host facility will be responsible for assembling the students, providing space, and making other necessary arrangements.

Field test groups should not exceed 25 students at any one time. This ceiling on number will allow the mechanics of the test to be conducted efficiently and accurately. Equipment called for by the program, such as solder guns, oscilloscope, and pliers, should be provided by the host facility. (A detailed list of needed equipment will be furnished to the host facilities as soon as they are designated.)

The field tests should be held with the students in one room so that accurate recording of pre- and post- tests, and other data can be assured by a supervisor.

At present, three programs have completed the individual tryout-revision cycle and are ready for field testing. Following the philosophy of the unit, these lessons are short and require no more than one hour each of the student's time. After several programs in each of the vocational areas have been written, these programs may be tested at the same time and place, thus conserving considerable time in the field testing phase.

Since a number of revisions of each lesson is usually necessary as a result of individual testing, it is difficult to predict when any given program will be ready for field testing. However, within the next two months, all, or nearly all, of the following programs may be ready for field testing:

Supplementary Education

1. Letter Writing
2. How to Interview for a Job
3. Education Means Money
4. Making Introductions

Remedial Lessons

1. Solving Fractions
2. Using Decimals
3. Extracting the Square Root

Bricklaying

1. Estimating Materials (7 programs)
2. How to Mix Mortar
3. Math for Masons

Barbering

1. Preparing a Customer
2. Tools and Areas of a Haircut
3. Barbering Science (5 programs)

Radio-TV and Small Electrical Appliance Repair

1. Using the VOM (2 programs)
2. How to Solder
3. Reading a Circuit Diagram

Service Station Mechanics

1. How an Auto Works
2. Changing Air Filters

Because the Unit's programs are designed for a specific place in the curriculum and may carry certain prerequisites, it is vital that these programs be field tested on the population for whom the programs were originally designed at the same training level and place in the curriculum. Finally, for a minimum field test, at least 50 students of the intended population should take the programs under controlled conditions

APPENDIX F

Excerpts from

MENTAL HEALTH STUDY COMMITTEE REPORT

"2. Task Force Analysis.

Alabama's prison system has two primary objectives:

(1) Protection of the public from dangerous criminal personalities.

(2) Rehabilitation of persons convicted of crimes in order to protect society from a repetition of criminal behavior upon release and, to maximum degree possible, to equip prisoners to enter upon useful, well-adjusted lives upon release and to enable them to contribute usefully to the well-being of their families and society in general.

"However, at the present time, due to the fact that appropriations do not even meet payroll requirements, the actual first objective is the production of revenue by farming, manufacturing, and by 'lease' to the Highway Department. Mental health problems exist throughout the system which substantially further reduce the degree of success achieved in accomplishing the primary objectives of the prison system.

"(1) There are no facilities, within or without the system, for segregating and properly treating prisoners who develop serious mental illness while incarcerated.

(2) There is a lack of adequate psychiatric consultation for prisoners to prevent the development of mental illness and prevent the development of anxieties which seriously jeopardize the efforts of the prison system in the proper care and rehabilitation of prisoners. Part-time paid and volunteer consultation services are all that is available.

(3) Because most of the vocational training in the prison system is, of present necessity, designed to provide skills needed to maintain and to support the system financially, in the absence of appropriations to meet the costs of the system, large numbers of prisoners have no opportunity to develop skills or educational levels needed to instill in them needed confidence in their ability to reenter society upon their release as useful law-abiding citizens rather than persons living by criminal behavior. For example the cotton mill at Kilby is so antiquated, experience there gives virtually no training for jobs in commercially operated mills in Alabama.

(4) There is practically no coordination of community services and rehabilitation efforts for prisoners who are released on good time, or upon completion of sentences. Prerelease facilities do not exist even for prisoners released on parole.

"None of the above shortcomings appear to be the fault of the present staff of the prison system. Through ingenious use of often grossly obsolete facilities and federal and private grants to provide needed staff and equipment, experimental projects are under way which demonstrate the type of effective rehabilitation training and community service liaison that proper facilities and staff could make possible. The educational programs at Draper are presently financed by Federal Agencies of the Department of Health, Education and Welfare, and the Department of Labor.

"3. Task Force Recommendations:

The following specific recommendations are made at this time:

1. That facilities and staff be provided within the prison system for the segregation and treatment of prisoners suffering from mental illness.
2. That psychiatric and mental hygiene consultation staff be provided on a consistent basis so that prisoners needing such assistance can have it on a regular basis with the same staff personnel seeing the same prisoners on a consistent basis.
3. That rehabilitation facilities and staff be provided to carry out general educational and vocational training for prisoners adaptable to such training. Where training must of necessity be aimed at maintaining revenue producing industry and the supplying of the needs of the prison system, such revenue producing and prison support activities should be adapted and modified from time to time, and the assignment of prisoners to such various activities should be determined, so as to always give first priority to the development of vocational skills which will be of significant rehabilitation value.
4. General vocational training should be made available to prisoners, without age limitations other than as such limitations affect employability.
5. One or more prerelease centers should be created, preferably one in each of the major population areas of the state to provide the following services:

    (a) Evaluation of prisoner needs by persons intimately familiar with the immediate release environment, prior to release, in order to properly coordinate needs of to-be-released prisoners with available community services for the prisoner and his family.

(b) Utilize a pass and furlough system where possible to enable to-be-released prisoners to prepare fully, with adequate counseling, for return to the free world with regard to employment, proper living accommodations, family problems, clothing and any necessary trade tools and equipment prior to actual release from control by the prison system.

(c) Coordinate, through personal counseling and liaison, appropriate services of parole, employment, health, and other governmental and community agencies to insure the best possible conditions for rehabilitation.

(d) Provide prerelease orientation and counseling for rehabilitation for all to-be-released prisoners, whether released on parole, or on the basis of early release for good behavior, or upon completion of sentence.

6. That the utilization of special facilities such as the Frank Lee Youth Center for the segregation of prisoners on the basis of their potential for rehabilitation and the possibility of preventing the contamination of young prisoner populations by hardened criminal elements, be utilized to the maximum extent possible with educational and rehabilitation programs for each facility designed to meet the needs of their special populations.

7. That the experience and knowledge gained from the Draper Self-Instructional School and the Draper Experimental and Vocational projects in the areas of literacy, academic and vocational training be adapted for use throughout the prison system according to the rehabilitation needs of the prisoners in the various facilities of the system."

APPENDIX G

PROMOTIONAL ACTIVITIES

Optimist Club Hears Talks On Prisoner Rehabilitation

By JIM McGREGOR

Dr. John M. McKee, director of the educational rehabilitation projects at Draper Correctional Center, and Frank Lee, commissioner of the State Board of Corrections, were featured speakers at the Friday meeting of the Montgomery Optimist Club.

Also on the program were Dr. and Mrs. Vladimir Muzic, professors at the University of Zagreb, Yugoslavia.

Dr. McKee told the Optimists that Draper is conducting a series of experimental projects in the educational development of young prisoners. He said that on a national average 65-70 per cent of youthful inmates that are sent to adult prisons return the second time, but that only 5 per cent released from Draper had returned. The current projects at the center are being conducted under a grant from the National Institute of Mental Health.

Lee told the group that prison systems in Alabama were trying to rehabilitate all prisoners in the system but efforts were primarily directed at youthful offenders. He also pointed out that of the 42 youths at the state's new Youth Center, 42 were school dropouts. Speaking of the educational projects at Draper, Lee said that many young men had been salvaged and several former inmates were now in college.

The Muzics are touring the U.S. under the sponsorship of the Ford Foundation and are in Alabama to study the educational projects at Draper. Dr. Muzic stated that he is primarily interested in "program instruction" as it is being used at the center. He said he had been informed at Columbia University, New York, that Draper was a leader in this field of educational research. Dr. Muzic also said that he hoped visits such as his would help develop better understanding between the U.S. and Yugoslavia.

Boyd Macrory, president of the Optimist Club, introduced the speakers.

Optimists Hear Yugoslavian

A Yugoslavian educator who is in Alabama to study the educational system at Draper Prison spoke to the Downtown Optimist Club at its regular noon luncheon today.

Dr Vladim Muzic is assistant professor the Institute of Education, Faculty and Philosophy at the University of Zagreb in Yugoslavia.

He was accompanied by his wife who is also asociated with the same University. They are in this country under the sponsorship of the Ford Founation.

Optimists For Convicts Hear Plan

Alabama's Draper Correctional Center is a national leader in building useful citizens from potential criminals, according to figures released by Dr. John M. McKee speaking before the Montgomery Optimist Club Friday.

McKee said the national average of youthful inmates sent to adult prisons who return for the second time runs 65-70 per cent. So far only 5 per cent of the young offenders who have served their time at Draper have again been convicted of crimes returning them to the prison system.

McKee said Draper is conducting a series of experimental projects in the educational development of young prisoners under a grant from the National Institute of Mental Health.

Commissioner Frank Lee, State Board of Corrections, told the Optimists that of the 42 inmates at the center, all 42 were school dropouts, but several former inmates are now in college.

Also on the program, Dr. and Mrs. Vladimir Muzic of the University of Zagreb, Yugoslavia, said they were here after being informed at Columbia University in New York that Draper was a leader in this field. The Muzics are touring the U.S. on a Ford Foundation grant.

ACADEMIC INSTRUCTOR & ALLIED OFFICER SCHOOL
Air University
United States Air Force
Maxwell Air Force Base, Alabama

REPLY TO
ATTN OF: AIAM

4 March 1965

SUBJECT:

TO: Dr. John McKee
Draper Correctional Center
Elmore, Alabama

Dear Dr. McKee

On behalf of the local chapter of NSPI, I would like to thank you, the Warden, and staff of Draper Correctional Center for the directed tour of your facilities on 11 February 1965. The work being done at Draper has become a conversational piece for each of the 30 people who attended.

All of us interested in behavioral psychology were greatly impressed by your application of the reinforcement theory to your population as well as use of programmed materials. As one member commented during our return trip, "This is the most important research project being performed in this country. The implications are tremendous." I heartily agree.

Thank you again and your staff for giving to us your valuable time.

Sincerely

MACK D. SWEENEY, JR.
Major, USAF
President, NSPI Chapter

Strength Through Knowledge

ACAD[illegible]C INSTRUCTOR & ALLIED OFFICER SCHOOL
Air University
United States Air Force
Maxwell Air Force Base, Alabama 36112

[redacted]

9 MAR 1965

Dr. John McKee, Director of Education
Draper Correctional Center
Elmore, Alabama

Dear Dr. McKee

Although scheduled visits to other Air Force Bases have delayed my writing this letter, I hope that you will accept my deep personal gratitude for your kindness in letting me visit your educational program with Mrs. Gregg some weeks ago.

We were greatly impressed by the total educational program which you are offering and, equally important, by the caliber of men and women on your staff. The papers which you gave us containing your remarks, as well as those of the warden at Draper, were of considerable interest and have proven to be of direct value in some of the work which I am doing here.

There will always be a lasting impression in my mind that, with people like you dedicated to such a program as you have, one of our major social problems will be met more and more positively. Thank you so much.

Sincerely

Robert Gregg

ROBERT L. GREGG, Ph.D.
Educational Advisor

Strength Through Knowledge

Tuskegee Institute

TUSKEGEE INSTITUTE
ALABAMA

SCHOOL OF AGRICULTURE

DIVISION OF AGRICULTURAL ADMINISTRATION

March 12, 1965

Dr. John M. McKee, Director
Experimental Project in Education
and Rehabilitation
Draper Correctional Center
Elmore, Alabama

Dear Dr. McKee:

We want to thank you for having given so freely of your time, as well as your colleagues, in talking with us and showing us the very fine work you are doing there at Draper Correctional Center.

Since talking with our colleagues of our observations on the tour, the entire group is enthusiastic over the prospect of utilizing some of the ideas in our own program. However, we are equally enthusiastic about the results you are obtaining and the long-range benefit which we are sure will be profitable to society.

Again, let me say that it was generous of you to take so much interest in our mission and to extend such wholehearted cooperation. Although we have not developed much material; but as we promised we will send you a small sample of what we have developed to date. As the program progresses and materials are developed we shall be happy to share them with you.

Very truly yours,

Grady W. Taylor
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[illegible], DONNA, MR. [illegible], MRS. [illegible] (L TO R), WATCH PAINTING PROCESS
[illegible] Member Of Family Works On His Own Artistic Creation

Community Leader Mrs. Donna Seay Prepares Young Men For Vocations

By MARY ANN JOHNSON
Women's Staff Writer

A dictionary of prison slang?

"I'm quite interested in compiling a dictionary of terms the boys use," said Mrs. Donna Seay, assistant project director at Draper Correctional Center near Wetumpka for youth between 16 and 23. "There's a completely different terminology," she said.

"For instance, 'hatting-it' means giving someone a 'snow-job.' It comes from the allusion of pulling a person's hat down over his eyes, and getting him to do what you want him to do." Even staff members at the center now use the phrase "Don't let that boy 'hat you,'" Mrs. Seay said.

An assistant project director, the youthful Mrs. Seay is in charge of the vocational education project, under the U.S. Manpower Development and Training Act. Young offenders apply for admission to Draper themselves, for vocational training including six-month and 12-month courses.

Although Mrs. Seay doesn't do any direct teaching, she does participate in "rib sessions" (another term which could be included in her future dictionary). "At a 'rib session' the instructors and supervisors help the boys to become interested and enthusiastic about the work of the center."

In the classrooms, instructors try to help the boys increase their vocabulary and express themselves more the way people do in the outside world, Mrs. Seay said. This is part of their preparation for holding jobs.

During her working day, she coordinates the work of the instructors. She tries to see instructors and supervisors as early as possible in the morning. Then, if any problem arises during the day, conferences and discussion sessions are held.

She attends meetings of the center's board of directors and holds conferences with staff members planning the ceremony and reception for boys who will graduate from the center.

Under her are employed persons with such titles as shop supervisor, subject-matter specialist, supplementary instructor, remedial instructor, vocational counselor and personal counselor.

"Every day is different," she said. "That's what makes my work so interesting."

And after work, there's reading to be done. Mrs. Seay reads mostly professional journals — to learn more about her endeavors in vocational education — and journals on psychology and on the prison population.

She usually returns home by 6 p.m. and spends much of her leisure time with her husband, Jim H. Seay, and their children, Jimmy, 14, Donna, 16, and Randy, 9.

"I'm away from them so much during the week, I like to spend Saturday and Sunday with them. Sometimes we go swimming. Other times I'm the family chauffeur, driving the children to the movies while I shop for groceries."

Her family's main pastime is painting in watercolor or oils, she said. "And the boys love to play baseball."

Mrs. Seay is president of the Montgomery Pilot Club, a service organization for business women, and spends some time planning for its programs.

She formerly was distributive education coordinator at Lanier High School, planning courses for adults and the school's junior and senior class members.

Job Corps

Continued from page 69

academic attainment will enter training centers of approximately 2,500 located in or near metropolitan areas on excess government facilities. These centers are being operated on a contract basis by private corporations and universities, often in conjunction.

A major source of recruitment will be referrals made by local agencies and individuals concerned with disadvantaged youth. Interested youths fill out and mail "Opportunity Cards" to the Job Corps in Washington. The Job Corps then plans local interviews with the youths and administers a few short tests. The Job Corps will seek out those who show patterns of past failure but potential for development, and for whom the best prescription is a change in environment and routine. The Corps will not take a person unless there is a reasonable assurance that in one or two years he can be trained sufficiently to earn a decent living.

R. Sargent Shriver, director of the Office of Economic Opportunity, told the 88th Congress that the Job Corps "must do more than provide basic education, skill, training, and work experience. It must also change indifference to interest, ignorance to awareness, resignation to ambition, and an attitude of withdrawal to one of participation." Enrollees, in other words, must come to believe that there is a rightful and useful place for them, and that they can do remunerative work and make a contribution to themselves and to society.

The proposals that the Job Corps is receiving from industries to operate training centers is a first indication of the movement of industry into the field of education, as government begins shifting funds from defense to education.

One of the ironies of our times is that the high school drop-out and the defense contractor, both victims of shifting patterns of employment, are now helping each other out of their respective economic holes through the Job Corps.

The establishment of the Job Corps also signals a new era in the relationship of the federal government with universities. In the last century Congress established through the Morrill Act land-grant colleges which have answered the agricultural needs of the nation with embarrassing success. After the Second World War federal funds for science and defense flowed into what have become our major universities. Now, combining the public orientation of the land-grant movement with the federal funds of the research-grant movement, many universities are solving not defense or agriculture problems, but human problems. This shift of emphasis may herald the rise of a new group of universities oriented toward the creation of the Great Society.

The design and operation of Job Corps Centers by universities is an indication of this trend. At these university-run Centers, students may fulfil their teaching requirements or conduct research. Thus the two ends of the educational spectrum—the university student and the high school drop-out—will be brought together to solve one of the nation's most difficult educational dilemmas.

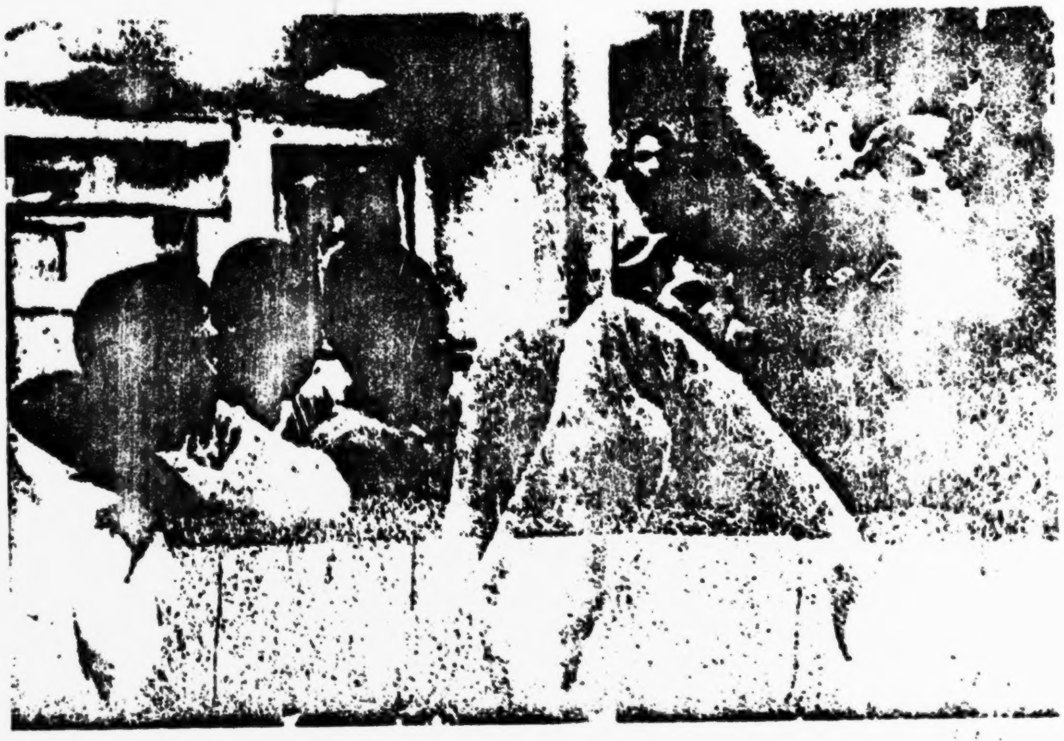
Although each contractor is developing its own curriculum, Washington-based consultants have already pioneered a curriculum for the federally operated rural camps. It is a significant advance in education technology. The curriculum team is under the direction of Wade Robinson and Lewis Eigen, and has included such consultants as Douglas Porter of Harvard, Jerome Kaplan of Fairleigh Dickinson, David Gottlieb of Michigan State, John Hodges of Ohio University, and Stuart Margulies of Basic Systems Incorporated.

The curriculum is designed for young men poorly equipped for living in American society. The enrollees will be limited in academic achievement, self-discipline, and work skills. Many will be victims of an environment which has made their adjustment difficult. They will come from families with a long history of poverty, dependence, and illiteracy. They may not even be able to read the application for the Job Corps.

The instructional system is flexible enough to fit the wide range of academic achievement of the enrollees. There will be no prescribed area of teaching. An enrollee will be gauged at the time at which he enters the camp at his level of reading and interest and will begin to study at that level. The planners have relied heavily on self-instructional materials, or programed instruction.

These materials have a special value in the Job Corps. Part of the reason for the failure of the child in school has been that his environment has put him behind his class. Since his overburdened teacher cannot give him enough special attention, he never catches up. Self-instructional materials that allow the student to proceed at his own pace and that insure a high degree of success will help overcome this disadvantage. While traditional materials "lecture" the student, programed materials conduct a dialogue with him. A program "walks" the student through the text, asking questions each step of the way. When the Job Corps enrollee finds that his answers are correct at least 90 per cent of the time, his interest can be stimulated and maintained. The self-administering nature of the materials allows a small staff to meet individual needs of the enrollees with individual attention.

The most dramatic example of the use of programed materials as rehabilitation has been at the Draper Institute of Correction at Elmore, Alabama. The school, completely supervised by the inmates, is based on programed material ranging from basic reading to advanced electronics. There is even a program in elementary trumpet playing. Some inmates who are experts in the science of programing write materials for the other inmates' use. The course in programing itself is taught by program. Of those inmates who complete this curriculum successfully only 8 per cent return to prison. Of those who do not enter the curricu-



Marine Corps Gunnery Sergeant Sam Griffiths demonstrates pull-ups for Job Corps enrollees at Camp Catoctin, Maryland.

him the rate of recidivism is as high as 70 per cent.

The Corps will provide a series of valuable experiences which the neighborhoods and homes of the Corpsmen rarely afforded. A primary duty of the Job Corps is to teach the enrollee fundamental processes he must understand if he is to be the master, not the victim, of his environment. The Corps realizes that ignorance of the mechanics of society cripples him as badly as his lack of basic education and job preparation.

He cannot gain employment if he does not know how to complete an application blank. He cannot take advantage of distant job opportunities if he does not know how to use transportation. His life is complicated, not simplified, by his inability to use a bank, send a telegram, read a road map, make a long-distance phone call, buy insurance, plan a budget, or fill out forms. Schools rarely teach these skills, for they presume that the child has learned from his parents. But the disadvantaged child's parents often do not have this knowledge. As a result, the child is an outsider in his own culture. The Corps will therefore give the enrollee an understanding of simple procedures, concepts, and forms he must know to function effectively on the job and in his personal activities.

Part of the Job Corps' educational component is designed around the enrollees' job aspirations. The occupational training program covers many tasks that are common to a wide range of jobs, such as driving, typing, business machine operation and record-keeping. To learn record-keeping the enrollee may be given an envelope containing account books, bills, and checks for a month of operation of a typical store or gas station. The enrollee keeps the accounts. There are similar programs for data processing.

Because the camp has been planned as a microcosm of society, the corpsman will function in it as a usefully employed citizen. He will hold a variety of jobs in the operation of the camp, which will train him in a battery of such skills as filing, typing, office machine operation, bookkeeping, and supply store management. He may receive up to $20 per month extra for these efforts, deposit these earnings in a bank (run by enrollees), and draw his expense money by check.

Trades requiring several grades of ability will be taught. The Corps will ensure that even the more limited enrollees can acquire marketable skills. In the automotive trades, for example, training is planned for mechanics, gas station attendants, and drivers. Many will prepare to pass the civil service examination. Some will be trained in key-punch operation and wiring for data processing machines. Others will be trained in teams to purchase and run franchised motels, restaurants, and car-rental agencies. Other occupations for which an enrollee might be trained include shipping or file clerk, salesman, hospital orderly, appliance repairman, meat cutter, machine tool operator. Training for women includes typist, receptionist, switchboard operator, beautician, practical nurse, and library aide. Finally, the Corps will provide information about job opportunities and will help graduates settle in new homes. The graduates will thus help to fill the shifting labor demands of the nation.

The Job Corps is, in this way, planning for the enrollees' immediate interests; but it will plan for more than that. It is not merely a trade school to teach enrollees a particular skill. Alfred North Whitehead has said that "Training should be broader than ultimate specialization, and . . . the resulting power of adaptation to varying demand is advantageous to the workers, to the employers, and to the nation." Today's skills will not meet tomorrow's demands. The value of the Job Corps is that it will sharpen the mind and the body so that the enrollees can cope with the changes imposed by a rapidly changing world.

Poverty has robbed too many of their place at high school commencement, their place in [illegible] place at a [illegible] their place in a [illegible] these children of poverty [illegible] whom the Job Corps has been designed.

The Corps is offering new [illegible] to all youths, black or white, rural or urban, from all parts of the country, whose escape from poverty has been blocked by educational deficiencies.

But at best the Job Corps can be only a stop-gap operation. The Corps accepts a young person only after he has failed in the environment of school. By that time the educational and psychological damage is not easily repaired.

THE Job Corps has a function in our society, but only because we have not created adequate school systems. We are now paying the price for disregarding such men as Walter Lippmann, who have warned that a "second-rate system of education is no more tolerable than a second-rate system of national defense."

Luckily the people of the United States have realized [illegible] beginning to take steps [illegible] tional education [illegible] defense. The Education [illegible] Congress is encouraging evidence of the determination of our people to improve our public education.

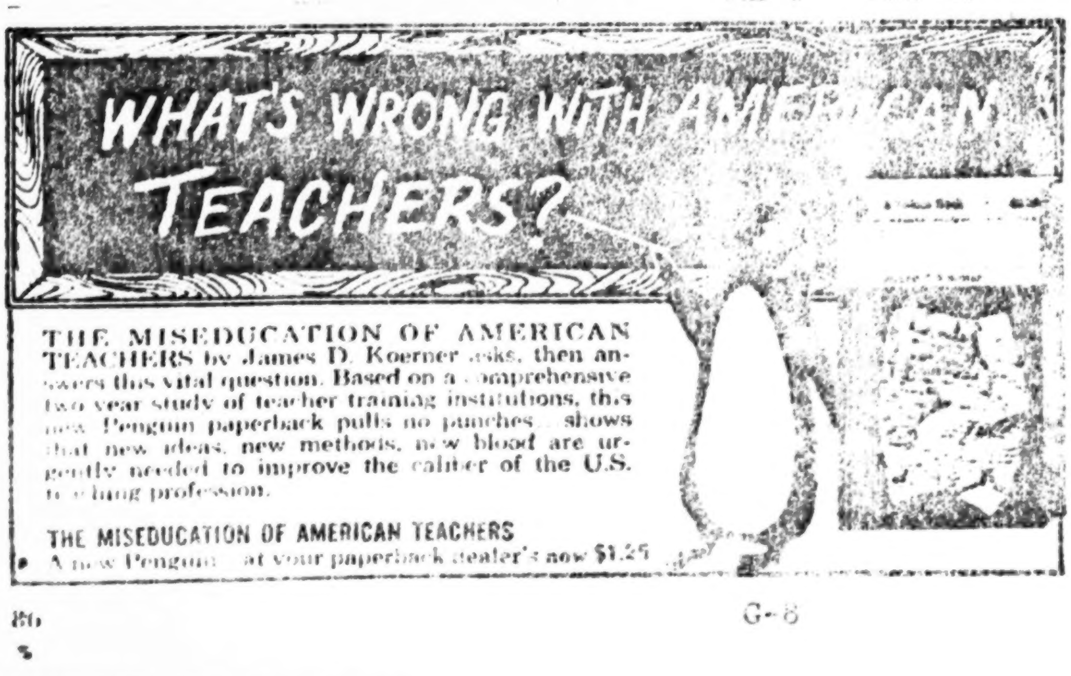
The Education Bill will help to set up Centers open to all children with special educational needs. It will supply funds through a formula based on the number of deprived children in [illegible].

But until the [illegible] can cope with the problem, the Job Corps will continue to be [illegible] of thousands of alienated young people.

There have been other efforts in the past to train disadvantaged young people. Robert Hutchins once said that the Civilian Conservation Corps "is a somewhat confused extension of the educational system. [illegible] the defects of that system [illegible] schools are for those who can learn by traditional methods and the CCC is for those who cannot."

The Job Corps, however, is more than "a confused extension of the educational system." It is [illegible] not only the symptoms [illegible] also the disease by providing [illegible] ground for new teaching [illegible] and a training [illegible] new [illegible] of teachers devoted to the special [illegible] the deprived. [illegible] to the improvement of [illegible] school systems around the nation. The [illegible] of Job Corps experiments [illegible] adopted into the [illegible] help our schools [illegible] regardless of their [illegible]

If the transfer of [illegible] nology succeeds [illegible] be able to put [illegible] less than ten years.



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MENTAL HEALTH

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COMMUNICATION PROBLEMS OF THE MENTALLY RETARDED

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Very frequently we think of mentally retarded persons as being a group separate from the "normal population." This is especially true when it comes to learning, and speech therapy is a process which involves learning. It has been traditional to assume that persons described as mentally retarded learn differently than the rest of us do. Similarly, we have assumed that the gifted, or genius group, learn differently in the other direction. Essentially then, we have three groups of learners, the retarded, normal, and gifted; and following that our assumption may be that we need three different types of speech therapy.

There has been a tremendous increase of interest in mental retardation, and a lot of state, federal and foundation money has gone into research as well as treatment. Bit by bit, this increased interest is beginning to help us understand the person who is mentally retarded, and one of the lessons we seem to be learning is that our notion of three distinct groups may not be an accurate one.

You may be familiar with what statisticians call [illegible] Essentially it is a way of describing [illegible] human character-istics are distri[illegible] extremes of the curve the outside [illegible] the middle [illegible] the peak or [illegible] we think [illegible] people we [illegible] the

PROGRAMMED INSTRUCTION FOR YOUTHFUL OFFENDERS

No group, no class, no individual in society more clearly exemplifies failure and frustration than does the offender.

His home is broken; he is chronically unemployed; his diet is grossly insufficient. Frequently illiterate, he is always undereducated; and living amidst squalor, he commits crimes against society for which he and society must pay.

The institutional program set up for him is not as committed to human development and change as it is to merely holding him in custody. He is returned unprepared to hold a job and unwanted by a [illegible]ful, apprehensive community. He is as embittered toward society as society is hostile toward him. Under th[illegible] circumstances the cycle of crime and incarcerat[illegible] repeats itself, and when it does, the chances [illegible] repetition leap even higher. Indeed [illegible] prisoned male offenders will, upon [illegible] crimes and be returned to prison.

At Draper Corr[illegible] cept this cycle [illegible] —the anti-social [illegible] periment in human [illegible] seek to bring [illegible]